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ABSTRACT

This document, prepared as readings for a workshop, contains summaries of exemplary programs and/or practices which relate to Career Development and Planning. Each summary is divided into subsections, such as: background of the project, objectives, procedures, general format, specific exercises, program evaluation, analysis of outcomes, and recommendations for adoption and startup. (Author/PC)

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PROGRAMS AND PRACTICES IN LIFE CAREER DEVELOPMENT

APGA-Impact-ERIC/CAPS Workshop
on Life Career Development, 1974

PREFACE

The following materials are summaries of exemplary programs and/or practices which relate to Career Development and Planning. They were compiled especially for the APGA-Impact Workshops by Ellen Krantz. All the documents summarized are included in the ERIC system. Complete reports are available from the ERIC Document Reproduction Service (EDRS).

We hope that these summaries will provide a basic resource for counselors and others involved and interested in implementing viable career development programs.

Garry R. Walz
Director ERIC/CAPS

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A Summary of:

CAREER EXPLORATION FOR HIGH SCHOOL WOMEN: A MODEL

Janice M. Birk, Ph.D.
University of Maryland

Mary Faith Tanney, Ph.D.
University of Maryland

ED 079 662

BACKGROUND

This project grew from contacts with a population of mature women who, unhappy in their predominantly homemaking roles, were considering life style alterations. Impressed by the overwhelming obstacles faced by mature women suddenly attempting to return to school or go to work, the authors became interested in preparing women earlier in their vocational development for the multiple roles they might assume in the future. Conventional careers were spurned in favor of non-traditional occupations as a focus for examination. Prevention of the dilemma confronted by the older population was considered the goal.

OBJECTIVES

The specific goals of the program (designed for young women at the junior and senior high school level) were:

(1) to sensitize participants to their acceptance of the status of woman's role,

(2) to broaden participants' awareness of what can be woman's role,

(3) to explore attitudes which "lock" participants in the status quo and block movement toward what they might become.

PROCEDURE

The Career Exploration Program was conducted as a pilot study with tenth grade young women in a private and public school.

The program was advertised by means of posters, notices in school newspapers and announcements over the public address system to the female student body; interested students were enrolled. Before the program began, the Vocational Development Inventory was administered to all of the participants.

GENERAL FORMAT

Three one-hour sessions were held on consecutive days. On Day 1 exercises pointed up "What Is"--our stereotyped notions of appropriate careers for women and the myths surrounding women's work. Day 2 focused on "What Can Be"--new alternatives in decision-making and life styles for women. Day 3 was entitled "Bringing It All Back Home"--or, "Reasons for Differences Between What Is and What Can Be."

SPECIFIC EXERCISES

(1) Living Careergram--participants scatter themselves around the room underneath placards labeled with titles of different occupations and later discuss their positions. The goal is to demonstrate whether participants envision themselves in career roles which are typically acceptable for women in our society.

(2) Group Fantasy--participants (in groups of six) are instructed to finish stories involving young women in conflict situations concerning work and school. The purpose is to expand the range of considered alternatives and to encourage thoughtful planning of life styles. The stories (fantasies) are included in the appendix.

(3) Triads--each member of each group of three participants takes turns being the Speaker (whose task is to share her perception of the Receiver in terms of an unconventional occupation and to share the rationale for her choice), the Receiver (who listens to the Speaker's remarks and then gives her reaction) and the Observer (who enforces the completion of roles for Speaker and Receiver and comments on what seems to have taken place). The exclusion from consideration of all traditional occupations provides impetus for expanding alternatives in the realm of possible careers. The feedback provided by having others suggest occupations and provide rationales for their selection helps sensitize students to their "images."

(4) Role Playing--volunteers from the class take the parts of characters in scenes they are given (e.g., female student is discussing her goal of becoming an Industrial Arts major with: (a) her parents; (b) her boyfriend; (c) her guidance counselor). The volunteers make up action and dialogue as they go along. The purpose of role playing is to sensitize the students to the stereotypes we share about men, women, parents, children, counselors, etc. in the hope that awareness of sex stereotyping is the first step toward freeing people from the limitations it imposes.

(5) Myths and Realities--participants complete an Opinionnaire by checking whether they agree or disagree with statements (all myths) such as, "A woman's place is in the home." After everyone has completed the Opinionnaire, the number of "I agree" responses to each item is plotted on a large profile chart which is posted before the group. The percentage of agreement or non-agreement to the myth is pointed out by reference to the chart. Then the "reality" for each "myth" is discussed and a copy of the "realities" distributed to participants. Copies of the Opinionnaire, the sheet of "realities," and a profile chart are found in the appendix. The goal is to highlight some common areas of incorrect information about women and the world of work.

See the bibliographic annotation for a complete set of exercises.

PROGRAM EVALUATION

Following the activities of Day 3, the participants completed an evaluation form on which they rated statements about the program on a continuum with "Statement not true at all for me" at one end of the continuum and "Statement is very true for me" at the other. An example of the statements used is "My awareness of the stereotyping that occurs in careers and job possibilities has increased." A copy of the evaluation form is included in the appendix. The evaluation form served as an informal means of assessing new learnings and of calculating participant reactions to the program format. The Vocational Development Inventory was administered again at the end of the program.

ANALYSIS OF OUTCOMES

The authors' general impression was that the response of the tenth grade participants to the program was positive. Although participation was voluntary, little absenteeism occurred. Occupational information available to the participants was eagerly collected, and requests were made for additional information. The activities were approached and completed with apparent interest and enjoyment.

Analysis of the evaluation forms showed that:

(1) 52% of the students felt that their awareness of obstacles to non-traditional careers for women had increased
(2) 52% felt that their awareness of the need to plan now for career satisfaction in the future had increased
(3) 52% reported that they felt more aware of how others influence their decisions
(4) 33% felt that their awareness of the stereotyping that occurs in careers and job possibilities had increased
(5) 38% felt that alternatives for solving career problems were more apparent
(6) 24% reported that their information about working women had increased.

The Role Playing and Triad activities were ranked "most interesting." One half of the group felt that the program would be more meaningful if offered earlier than tenth grade.

Changes in the students' Vocational Development Inventories (between pre- and post-testing) were not statistically significant. The authors point out that items on this inventory seemingly do not reflect the influence of a short-term counseling program and that their idea of a "correct" response may differ from that of the test constructor (i.e. the program's focus on "exploration" and probing of future alternatives was antithetical to the instrument's bias toward finality of choice).

RECOMMENDATIONS FOR ADOPTION AND START-UP

1. Scheduling, room facilities, publicity, etc. should be arranged by personnel familiar with the school and its schedule.

2. Sessions should probably be scheduled to last one-and-a-half hours so that there is ample time for relating the program's activities to the participants' personal experiences.

3. Sufficient time is also needed to collect available occupational information. Pamphlets free of sex-role stereotyping (such as those entitled "Why Not Be an Engineer?" and "Job Training Suggestions for Women and Girls") can be obtained from the Women's Bureau of the Department of Labor for distribution at the sessions.

4. It should be made clear to the participants that the program's leaders are not "women's libbers" or militants, as such misinterpretation could result in a loss of credibility for the entire program.

5. The authors suggest that additional follow-up studies be carried out in subsequent use of the model. It would be helpful, for example, to know what impact the program had on the student's taking advantage of school counseling and using career and educational information materials. Knowledge of the number of girls pursuing part-time employment or training experiences in non-traditional jobs would also be interesting.

APPENDIX

Opinionnaire

Read each item. Indicate whether or not you agree with the statement by checking the appropriate column.

Agree	Disagree	
____	____	1. A woman's place is in the home.
____	____	2. Women are not seriously attached to the labor force; that is, they work only for extra "pin money."
____	____	3. Women are absent from work more than men because of illness; therefore, they cost the company more.
____	____	4. Women don't work as many years or as regularly as men; their training is costly, and largely wasted.
____	____	5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.
____	____	6. Women should stick to "women's jobs" and should not compete for "men's jobs."
____	____	7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their work load.
____	____	8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
____	____	9. Men don't like to work for women supervisors.
____	____	10. Housewives are happy women.
____	____	11. Education is wasted on women.
____	____	12. Women have a higher turnover and absenteeism rate than men.
____	____	13. Women get married, then quit work.

THE MYTH AND THE REALITY*

Are Male Workers More Equal Than Female Workers?
No! All Workers Are Equal!

The Myth	The Reality
1. A woman's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. Women aren't seriously attached to the labor force; they work only for "pin money."	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000--incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absenteeism rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.

4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.

While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small.

The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.3, and 4.4 and 5.2, respectively, per 100 employees.

5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Jobs, with extremely rare exceptions, are sexless. Women were found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their work load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
9. Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management

was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Additional Information:

10. Housewives are happy women.	Wives are sixty times more likely to become depressed than single women.
11. Education is wasted on women.	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. Women have a higher turnover and absenteeism rate than men.	Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a high turnover rate in less rewarding jobs, regardless of the sex of employees.
13. Women get married and quit work.	Sixty percent of working women are married, and one-third of all mothers work.

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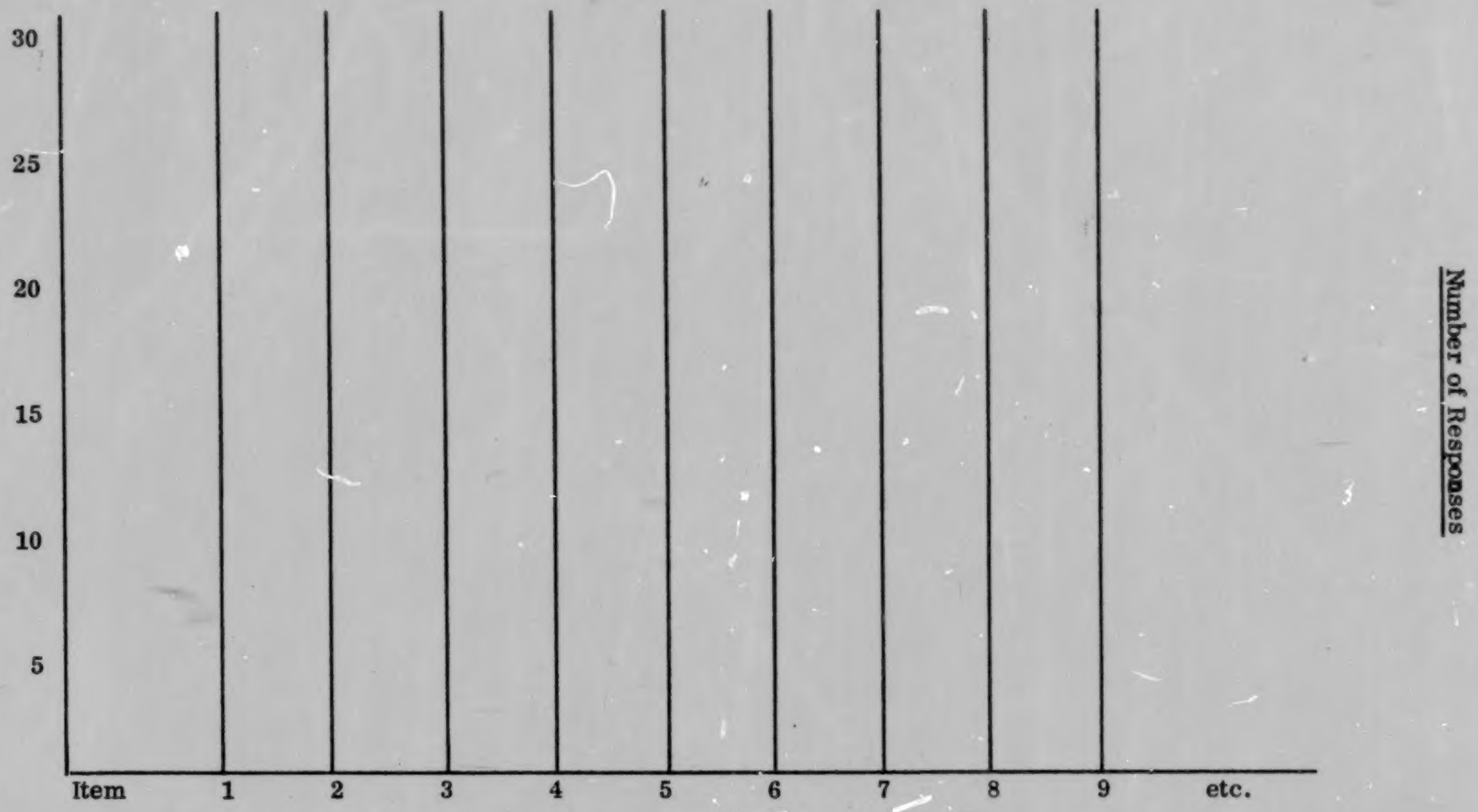
* Numbers 1 thru 9 furnished by U.S. Department of Labor; Employment Standards Administration; Women's Bureau; Washington, D.C. 20210: For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 10 cents - Stock Number 2902-0041.

Profile Chart for "MYTHS AND REALITIES"



THE FANTASIES

I. The year is 1977: Patricia J. is just completing the first semester of her senior year in high school. Her boyfriend Scott and she have been dating for 7 months and, although their relationship is quite satisfying and important to her, it is currently causing her much distress. Scott has been accepted at a college in a distant state and has decided to attend. He would like Patricia also to go to school there (on a whim she applied and was accepted). Pat is unclear about what she would like to major in (if she goes to college at all--she really is not convinced she wants to do that), but several of the majors in which she is somewhat interested are not offered at Scott's school. Her parents want Pat to attend their alma mater and also want her to major in a subject which would guarantee employment upon graduation.

Instructions--Finish the story (Insert any steps you think Pat might take to assist her in making this decision). Remember--it's 1977! Imagine what could be.

* * * * * * * * * * * * *

II. Anne and Allan Johnson have been married for four years and they have one child, Jamie, age 2 1/2. Anne and Allan met while both of them were in high school. Allan was 2 years older than Anne, and when he graduated went immediately into the service. When he was discharged two years later, they were married and then immediately moved across the country so Allan could attend college. While Allan was in the service, Anne worked as a sales clerk in her father's store. Currently Allan is attending college and also working to supplement the support the GI Bill provides. He is majoring in business and hating it. Recently he decided that he really wanted to be an engineer and, with only one year of school remaining to complete his Business degree, wants to switch majors although that would necessitate another 3 years of college. Anne, who has not been working at all since Jamie was born, is quite disappointed. She and her husband had agreed that after he had completed college, she would be able to begin whatever training she desired. An intense feud rages.

Instructions--Finish the story (Insert any suggestions you can think of which would help Anne and Allan to resolve their problem). Remember --it's 1977!

What kinds of suggestions can you make as to what steps Anne and Allan could have taken to prevent this conflict?

Evaluation Form

Date: ____________ School: ____________________

You have just completed a career counseling program. We are interested in receiving your reaction to that program. Please rate the following items according to the extent that the statement is true of you.

Using the scale below as a guide, indicate your rating in the blank preceding each item. For example, if statement #1 is very true for you, then write "5" in the blank space; if statement #1 is true for you to only a very slight degree, then write "2" in the blank space, and so on.

1	2	3	4	5
Statement not true at all for me.		Statement is somewhat true for me.		Statement is very true for me.

_____ 1. My awareness of the stereotyping that occurs in careers and job possibilities has increased.

_____ 2. My information about working women has increased.

_____ 3. My awareness of obstacles to non-traditional careers for women has increased.

_____ 4. Awareness of my need to plan NOW for career satisfaction in the future has increased.

_____ 5. Alternatives for solving career problems are more apparent to me.

_____ 6. I have become more aware of how others influence my career decisions.

7. Check those activities in which you felt that not enough time was allowed to complete the exercise.

_____ Living Careergram

_____ Myths and Realities

_____ Group Fantasies - 1977

_____ Speaker-Receiver-Observer Triad

_____ Role Playing: lawyer and secretary

_____ Role Playing: student with parents, boyfriend and counselor

8. Check those activities which you found the most interesting to engage in.

_____ Living Careergram

_____ Myths and Realities

_____ Group Fantasies - 1977

_____ Speaker-Receiver-Observer Triad

_____ Role Playing: lawyer and secretary

_____ Role Playing: student with parents, boyfriend and counselor

9. Check those activities which you think would be more meaningful if males were included, i.e., male role playing, male discussion leader.

_____ Living Careergram

_____ Myths and Realities

_____ Group Fantasies - 1977

_____ Speaker-Receiver-Observer Triad

_____ Role Playing: lawyer and secretary

_____ Role Playing: student with parents, boyfriend and counselor

10. Do you think this career counseling program would be more meaningful if you participated in it earlier, perhaps in 8th or 9th grade?

_____ yes _____ no Explain: ________________________________

____

____

A Summary of:

CABLE TV--BOON TO VOCATIONAL GUIDANCE IN RURAL AREAS

A program presented at the American Personnel
and Guidance Association Convention 1972,
Chicago, Illinois

James L. Bliss
Director of Counseling Services
Vocational Division

Dr. George Herrick
Professor & Chairman Social and
Behavioral Sciences Department

Dr. John Meacham
Counseling Psychologist
State University of New York
Agricultural and Technical College
at Alfred

ED 070 973

BACKGROUND:

"Allegany Opportunities" was a weekly 30-minute TV program about occupational and educational opportunities within Allegany County, New York, designed to provide occupational information via the community cable TV system. Each program had several people in the occupation explain what they did, what they liked and disliked about their jobs, working conditions, and training required, with slides depicting them at work.

The programs were arranged by the Counseling Services of the Vocational Division of Alfred Agricultural and Technical College, located at Wellsville (population 7,000) in Allegany County (population 45,000), a rural area in the southern tier of New York State.

The Counseling Services staff has contact with many prospective students including those still in high school, veterans, women wanting to enter or return to the labor force, and older persons contemplating job changes. From talking with these people, the need for a vocational information service for the community and surrounding area began to manifest itself.

These were the four main factors which influenced the origination of this TV series:

1. The existence of a community cable TV system
2. Technical capability of senior electronic students and faculty
3. A need for information as expressed by potential students
4. People interested in providing occupational information

Through a discussion about the future of TV in education between the counselor and senior electronics instructor the idea for the series was conceived. A commitment was obtained from the local cable TV company for 20 weekly, half-hour spots. The counselor asked the community for assistance in providing the type of information needed about local occupations and secured the Wellsville Chamber of Commerce, the local office of the New York State Employment Service, and the area high school Occupational Center as co-sponsors. At their first meeting the sponsoring group:

1. Limited occupations to be included to those requiring less than a four-year degree.
2. Developed the type of information to be shown about an occupation utilizing the NVGA Guidelines for films as far as possible.
3. Decided to find a responsible individual in the occupation being featured to assume responsibility for collecting and organizing information and people for the program.
4. Selected the first five programs to be taped. Due to the shortness of time, the first two were chosen for ease of production.

GENERAL FORMAT

The series, named "Allegany Opportunities," was presented on television to a potential customer population of 2,849. The format which evolved for most of the programs consisted of narrated slides of work situations and a panel discussion by people in the occupation covering:

a. types of work performed
b. training required
c. advantages and disadvantages of the job
d. advancement
e. salaries--where possible
f. employment opportunities
g. personal satisfactions gained at the job

Content:

1. Panel discussion--includes representatives of the sponsoring groups regarding:
    a) goals of "Allegany Opportunities"
    b) origins
    c) why each organization became involved in the project
2. Registered Nurses--the chairman of the Nursing Department at Alfred Agricultural and Technical College narrated a video tape previously made by his department at the local hospitals.
3. Licensed Practical Nurse--featured a nursing instructor and several practical nurses from the area hospitals.
4. Retailing--made by store sales personnel, a store owner, and a high school business teacher.
5. Apprenticeship Road to a Career--featured a panel of the New York State Director of Apprenticeship Programs and one of his supervisors and area people who were or had been in an apprenticeship program.
6. Women at Preheater--a local (woman) guidance director visited the administration and engineering department of a local industry, interviewing women at their work situations. These interviews and slides provided information on a good cross section of jobs available to women locally.

The total number of programs taped was ten. By the use of re-runs, these ten provided programming for 25 weeks of occupational information presentation to the community. Students in electronics at Alfred operated all the equipment under their instructors' supervision. Thus both manpower for the program and valuable experience were provided.

PROGRAM EVALUATION

The primary method of evaluation used was a telephone interview conducted by 11 students at the Vocational Division. The student interviewers were given a two-hour training session in proper telephone interview techniques. The interview questionnaire consisted of a two-part, five and three question schedule. A copy of the interview questionnaire is in the Appendix. All respondents were asked, "Have you ever seen the program 'Allegany Opportunities' on your time and weather station, Channel 6?" Those who responded "yes" were then asked an additional four questions such as, "Do you watch it regularly?" Those who responded "no" were then asked two different questions designed to determine their interest in such a program and the time of day which might be most convenient for them provided they were interested.

Responses to Question No. 1 (Have you ever seen. . . "Allegany Opportunities". . . ?") indicated that 81% (131) of the respondents had not seen the programs, and 19% (30) had viewed at least one of the programs during the time they were presented.

Of those respondents who indicated that they had seen at least one of the programs, 27% (8) indicated that they had watched them regularly. Of those who had not viewed any of the programs, it appeared that the time presentation was not convenient and that late afternoon or early evening would have been better. Furthermore, those who had seen at least one of the programs would have preferred late afternoon or evening.

Of the respondents who had not seen the programs, 54% (71) indicated that programs describing the kinds of work engaged in by Allegany County residents would be of interest to them. Twelve percent (16) of the respondents chose not to answer the question.

In terms of the "relevance" or "usefulness" of program content, of those who had seen one of the programs, 30% (9) found the material to be of help to them, 50% (15) did not, and 20% (6) of the respondent group chose not to respond to this question.

Question No. 4, "What is your opinion of these programs?", rated on a scale of "Not Worthwhile" (NWW), "Fair (F), "Good (G), "Excellent" (E), or "Quality Poor, Content Good" (QC) brought responses in which the programs were rated "Not Worthwhile" (10%--3); "Fair" (20%--6); "Good" (47%--14); "Excellent" (10%--3); and "Quality Poor, Content Good" (10%--3) respectively. One respondent did not answer the question.

ANALYSIS OF OUTCOMES:

It would appear that the time at which the programs were shown was not convenient to either those respondents who had viewed the program or to those who had not. Thus, a change of time would seem appropriate based on the results of this inquiry.

Half of those who had seen one program or more did not find them immediately "useful" or "relevant." On the other hand, 30% of the respondents did find them helpful. In addition, 57% of the viewers considered the programs to be worthwhile viewing. All in all, given some minor technical changes (i.e. time of presentation) and the superficial nature of this inquiry, the project would seem to have potential value as a useful technique through which occupational and vocational information can be presented.

Some benefits were reaped which were neither anticipated nor formally evaluated, one of the greatest being the chance to meet a large number of people from the community. Trips to industrial plants developed contacts for placement. Some of the guidance counselors in the county became more familiar with the occupational structure of the county by participating in the programs. Considerable knowledge was acquired about using video equipment. The programs also provided electronics students with the opportunity to develop their competencies in using video equipment.

RECOMMENDATIONS FOR ADOPTION AND START-UP

1. Start with the local cable TV company to see if they will or are capable of putting on a series such as "Allegany Opportunities."
2. Try to get a number of organizations interested in helping, such as counselor associations, employment service, chamber of commerce, and service clubs. Make it a community venture.
3. Survey the community to find out whether people would watch your program, the best time to show it, and suggestions for program content.

If the first three look promising, then:

4. Set a fairly short deadline for the first program and get started. It's better to develop competency as one progresses than wait until a perfect product is developed. Momentum builds up as programs progress; starting to shift weeks or to put off programs is inclined to dampen enthusiasm.
5. Develop a format (see Appendix) which provides, in condensed form, all necessary information for putting a program together. Emphasis should be on people responsible for each stage and date and date of completion. Also important is audio-visual material needed for each program.
6. Make use of school and community resources. Drafting or mechanical drawing and art classes are good for printed graphics. Photography clubs and/or industrial photographers can be used to get action or on-site pictures. Typing classes can be used for communications. The Chamber of Commerce can provide leads on who to contact in business and industry.
7. Publicize the program as much as possible from the start. People won't watch it if they don't know about it.

APPENDIX

Appendix A--TV Program Preparation Checklist

1. Title of program: ____________________

2. Program Coordinator(s) ____________________

____

3. Participants (with title and company)

____

____

____

____

4. Permission to enter company by whom __________ when given __________

5. Location(s) for filming Dates and time

a. ____________________ __________

b. ____________________ __________

c. ____________________ __________

d. ____________________ __________

6. Type of media to be used for preparation:

_______ 35 mm slides _______ Cassette recorder

_______ Super 8 movies _______ Other:

_______ Video (if possible) __________

7. If Mr. Wittie is not doing photography, name of person who is: __________

8. Date video taping session at Vocational Division: __________

9. Projected date to be shown on cable: __________

10. Graphics needed and exact copy.

Appendix B--Telephone Interview Questionnaire

Mr. and Mrs. ____________________, this is ____________________ from Alfred State College. I would like to ask you a few questions about a local TV program.

1. Have you ever seen the programs "Allegany Opportunities" on your time and weather station--Channel 6? Yes____ No ____

"Yes" respondents were then asked:

2. Do you watch it regularly? Yes ____ No ____
3. Have you been able to make use of the information presented? Yes ____ No ____
4. What is your opinion of these programs? Not worthwhile ____ Fair ____ Good ____ Excellent ____ Quality Poor, Content Good ____
5. Is there a more convenient time for you to watch these programs?

"No" respondents were then asked:

2. Would a program featuring different types of jobs people have here in Allegany County be of interest to you? Yes ____ No ____
3. What would be the most convenient time for this type of program to be shown? Time ___________

A Summary of:

PREPARING COUNSELORS FOR THE COLLEGE PLACEMENT SERVICE
A Training Manual

Investigators:

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Lawrence A. Simpson

November 1971

ED 060 486

BACKGROUND:

This training manual is an outgrowth of a demonstration project entitled, "Group Counseling for Individual Decision-Making: Maximizing the Effectiveness of the College Placement Service." The project was conducted at the University of Virginia from September, 1969 to September, 1971, and was funded by the SPUR Program of the ESSO Education Foundation.

The program was designed to demonstrate the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service and to show that such counseling can be provided as effectively and more efficiently in a group setting than in the traditional one-to-one relationship.

Two beginning graduate students in counseling and personnel services were given one week of training as placement service vocational counselors. During this time the trainees were oriented to the placement service and were given intensive training in both individual and group counseling.

The placement registrants who were clients in the project received vocational counseling in addition to regular placement services. Clients were randomly assigned to either individual or group counseling. Each trainee served both as a group leader and as an individual counselor. Training time was equated for the two types of counseling. Three such counseling programs of five weeks each were held during the academic year following the training program.

Rationale:

Utility of the Systematic Counseling Model for Short-Term Training:

Because the training had to be brief and intensive, it was necessary to use a model which contained a minimum of lecture, discussion, and other conventional time-consuming approaches to learning. For this reason, a perofrmance-based training program derived from systems analysis was adapted from a similar, though longer-ranged, training model developed at Michigan State University for the preparation of school counselors.

The Michigan State model constitutes both a system for training counselors and a system for use in the counseling process. In the counselor education phase of the model, objectives for training are carefully specified in advance and are stated in operational terms. Reading materials--either specially prepared for the training program or carefully chosen from the literature--are assigned for advance reading by the trainees prior to introduction of a new topic in class.

A model of the target behavior to be developed in the trainees is then devised. The model may be live, as wehn a counselor and client conduct an actual interview before the class. More typically, however, the model will involve a simulated performance, such as a role-played interview, since the content of such a performance, can be more carefully controlled. Moreover, the model performance can be placed on videotape or audiotape so that it can be used on repeated occasions. The trainees are usually given instructions about what to observe in the model and are asked to respond in writing to questions presented at various places in the performance.

After observing the model and answering related questions to the satisfaction of the instructor, the trainees are then asked to imitate the modeled behavior. This is ordinarily done by means of role-playing, in which one trainee takes the part of counselor and another plays the client. Roles are reversed and partners are exchanged frequently so that each trainee has the opportunity to be "counselor" for a variety of client personalities and problems. After each role-played session, feedback is provided by the supervisor. Behavior which meets the established criteria is reinforced by the supervisor. If the trainee's behavior does not meet the criteria, he is then "branched" to remedial activities or "recycled" to earlier exercises for additional practice. These exercises are usually presented on a one-to-one basis with a supervisor in tutorial fashion. The trainee then attempts the original task again. Not until this task has been mastered is he allowed to move to the next learning task. Thus, the overall strategy is one of presenting a performance-based, orderly sequence of learning tasks, from simple to complex, with frequent feedback and remedial instruction as needed. In this way the behavior of the trainee is progressively shaped through successive approximations to the desired performance.

Utility of the Systematic Counseling Model for Short-Term Counseling

The approach to both individual and group counseling as used in the project was also adapted from the Systematic Counseling model developed at Michigan State University. Systematic Counseling is an approach in which the various aspects of the counseling process are clearly identified and organized into a sequence designed to resolve the client's concerns efficiently as well as effectively.

Systematic Counseling represents a synthesis of three scientific approaches--learning theory, systems analysis, and educational technology. Learning theory and the principles of behavior modification provide the theoretical and experimental base. Systems analysis provides the organizational framework, and educational technology is the source of methods and materials.

There are several features of this approach which, when taken in combination, serve to distinguish it from other approaches to counseling:

1. Counselor and client establish a mutually agreed-upon objective for counseling and then work toward the attainment of that objective.
2. The objective is stated in terms of specific, observable behaviors.
3. The counselor directs specific learning experiences designed to help the client attain his objective.
4. The elements of the counseling process are identified and placed in an orderly sequence. While this sequence is considered ideal for most situations, flexibility is provided for unusual circumstances.
5. Counseling is viewed fundamentally as a learning process. Through counseling, the client learns new ways of obtaining information, new ways of making decisions, and new ways of responding to his environment. Moreover, he learns how to apply these learnings to other situations beyond those which brought him in for counseling.

6. The counselor uses a wide variety of resources in terms of both techniques and people in helping the client to attain his objective for counseling. Besides such "standard" counseling techniques as listening, reflecting, clarifying, asking questions, summarizing, and furnishing information--nearly all of which are strictly verbal in nature--the counselor uses a number of additional techniques or procedures as well. For example, he may arrange for the client to observe a model of the desired behavior, whether live, audiotaped, or video-taped; he may arrange for a client to visit a place of business; he may set up behavior contracts or use other forms of contingency management; he may use counter-conditioning or role-playing. Most of the latter procedures are not limited to the verbal medium. The counselor also frequently involves significant others in the client's environment (e.g., instructors, parents, and peers) to observe client behavior and to provide reinforcement for appropriate client responses.
7. Evaluation of both client and counselor performance is a built-in aspect to this approach to counseling.
8. Finally, Systematic Counseling has a built-in, self-corrective mechanism, in that the results from evaluating the counselor's behavior are fed back to the counselor to help him in working with other clients.

OBJECTIVES:

A. To demonstrate the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service.

B. To demonstrate that such counseling can be provided as effectively and more efficiently in a group setting than in the traditional one-to-one relationship.

GENERAL FORMAT:

Facilities:

The training program was conducted at the Office of Placement at the University of Virginia. Most of the training (except for a tour of the entire physical plant during the orientation phase of the program) was conducted in a large, air-conditioned conference room. Reference materials were displayed on tables at one end of the room. At the other end were a portable chalkboard and videotaping equipment--camera, recorder, and monitor, Additional video-taping facilities were provided in a small interviewing room.

Staff:

The full-time instructional staff for the training program were the three investigators: the Project director, a Professor of Counselor Education at the University of Virginia; the Director of Placement at the University; and a Professor of Counselor Education at Michigan State University. In addition to planning, organizing, and evaluating the training program, these staff members made didactic presentations and served as supervisors of the trainees. Auxiliary staff included the Associate Director of the Office of Placement and the Assistant Director of Placement. These staff members assisted with the logistics of the instructional program and also served frequently as clients in role-played counseling situations. In addition, the Associate Director of the University Student Counseling Center served as consultant to the staff on procedures for handling referrals for intensive counseling. This consultant conducted a lecture-and-discussion session on resources and procedures for handling referrals to the Counseling Center.

Materials:

Selected books and copies of journal articles on placement topics and on individual and group counseling were sent to the trainee for reading several weeks prior to the training program. In addition, a number of books and materials were made available to the trainees during the week of training. Printed materials relating to the various content topics on the training schedule were also distributed. Non-printed materials included pre-recorded videotaped and audiotaped versions of placement interviews and of didactic presentations on Systematic Counseling. In addition, an ample supply of blank videotapes and audiotapes was provided for on-the-spot recording and playback of role-played interviews.

Equipment:

Technical equipment used in the training program included a 16-millimeter sound film projector with screen; a one-half inch Sony 2200 portable videotape recorder, camera, and monitor; a one-inch Ampex 5100 videotape recorder and monitor; and four Craig 2603 cassette audiotape recorders.

Time Format:

As indicated in the Training Schedule in the Appendix, the formal training program covered a period of five days. Each day of training contained four time segments, two of which--the morning and afternoon sessions--were highly structured. Morning sessions extended from 9:00 until 12:00 noon. Afternoon sessions began at 1:00 and continued until 4:00. In addition, supplementary remedial sessions were acheduled from 7:00 to 9:00 in the evenings to provide an opportunity for clarification of questions and for additional practice in counseling. Finally, following the remedial sessions the trainees were expected to engage in independent reading and study in preparation for the following day.

Day 1--The overall purpose on the first day was to provide a brief orientation to the project, the training program, the placement setting, the placement interview, and the concerns of college placement clients.

Topic 1: Introduction to Project--a brief summary of the rationale for the investigation and the overall research design

Topic 2: Overview of Training Program--explanation of the training rationale and format

Topic 3: Introduction to College Placement Services--There were essentially three aspects to this presentation:

a. To provide a broad overview to college placement by means of a film, "Where Do I Go From Here?"
b. A statement of Placement Purposes and Functions Distribution and discussion of a statement
c. A tour of the Office of Placement at the University

Topic 4: Securing and Using Information about Potential Careers--A study guide was distributed to participants which included learning activities for the training program itself, for the orientation period following the training program, and continuing activities. Those activities scheduled for the training period itself were the following:

a. List in rank order the basic facts a client should have about an occupation before seeking initial employment in that area.
b. Participate in a discussion of critical occupational information in order to obtain a broadened perspective of what a client should know.
c. Receive a basic orientation to useful sources of information. Emphasis will be placed on the Occupational Outlook Handbook and publications of the College Placement Council.
d. Compare data from the College Placement Salary Survey to data from the Occupational Outlook Handbook for certain representative occupations.
e. Participate in a discussion of the psycho-social aspects of careers.

Topic 5: Illustrative Placement Interview (videotaped)--This videotape presented an actual interview between a placement client at the University of Virginia and two representatives from a Virginia bank. Salient points to observe in the videotape were pointed out prior to the showing, and a discussion period was held afterwards.

Topic 6: Career and Employment Decisions by the Client--As in the case of Topic 4, this topic was presented by means of a study guide which listed activities for the orientation period and thereafter as well as activities for the program *per se*. During the actual training period participants were directed to:

a. List the factors that might influence an individual's choice of a position. Compare the list with one provided.
b. Participate in a discussion of these factors with a goal of developing an appreciation of the many factors which might be important in one's career decision.
c. Consider the question, "Is there an unrealistic career consideration?" For example, should location be a primary factor in making a career choice?
d. Participate in a role-played session during which the counselor helps the client establish a decision-making strategy.

Topic 7: Preparing the Client for the Employment Interview--involved the use of two highly practical publications from the placement literature:

a. Making the Most of Your Job Interview--a listing and discussion of practical pointers to be observed by the placement client as he prepares for the employment interview.
b. Job Offer Comparator--a worksheet which enables the placement client to make a systematic, objective comparison of the advantages and disadvantages of accepting a job with up to six different companies.

These publications, which had been read in advance by the trainees, were discussed at length and many of the specific techniques and strategies were utilized in role-played interviews at subsequent points in the training program.

Topic 8: Critical Incidents in Placement Interviews (videotaped)--the viewing of selected critical incidents from role-played placement interviews.

a. Descriptive titles for the various incidents were:
    1) The Unprepared Student
    2) The Semi-Prepared Student
    3) The Well-Prepared Student
    4) Overly High Self-Esteem
    5) Non-Animated
    6) Relevant Education
    7) B.A. in Liberal Arts
    8) Unrealistic Salary Request
    9) Specific Mandatory Location Request
    10) Undefined Professional Goals
    11) Exhibition of Skills
    12) The Overly Aggressive Student

b. Points to be noted in these incidents were described beforehand, and a brief question and discussion period was held after each incident.

"Help Sessions" were held in the evening to clarify questions and ambiguities resulting from the first day of training.

Day 2--The purpose of the second day of training was to provide basic instruction and practice in both individual and group counseling.

Topic 1: Basic Principles of Individual Counseling--

a. A brief didactic presentation based on the monograph, "A Basic Approach to Individual Counseling in the College Placement Service," which the trainees had read the previous evening. Trainees were asked to memorize the major steps in the individual counseling process as listed on the outline accompanying the monograph (See Appendix).
b. Discussion of "Structuring the Counseling Process"--This informational reference contains an expanded explanation of the "what," "how," and "why" of the counselor's structuring remarks within the Systematic Counseling format.
c. Discussion of "Mechanics of the Interview"--This informational reference contains practical suggestions on:
    1) Planning the interview
    2) Initiating the interview
    3) Conducting the interview
    4) Shaping the interview toward a successful outcome
    5) Terminating the interview
    6) Recording the results of the interview
    7) Supplementing the interview
    8) Following up the interview
d. Discussion of "Some ABC's of Interviewing"--This brief list of suggestions for the beginning counselor, taken from Erickson (1950, pp. 155-157), is written in a simple, direct style. Each of the 26 suggestions is keyed to a different letter of the alphabet.
e. Discussion of "Conduct of the Interview" by John G. Darley

Topic 2: Illustrative Individual Counseling Interview (videotaped)--This videotape constituted a model of "correct" interviewing practice. It involved a role-played situation in which counselor and client performed the various steps in the Systematic Counseling Process. Brief explanatory comments by a narrator were interspersed at appropriate points throughout the videotape. As they viewed the presentation, the trainees were instructed to follow the steps on the one-page outline on Individual Counseling (See Appendix).

Topic 3: Practice in Individual Counseling--In accordance with the overall strategy of the training program, trainees started with the basic mechanics of the interviewing process and built up gradually to mastery of more advanced techniques. The instructional materials used for this were three Individual Interaction Skills Exercises. Each begins with an Informational Reference to be read by the trainee prior to role-playing, Instructions to the Rater (a staff member playing the role of client), and a Rating Sheet to be completed by the staff member. The interviews were videotaped and played back to the trainee to provide evidence of strengths and weaknesses. Then, further role-playing was conducted to bring trainees up to standard.

a. Interaction Skills I, the first exercise--requires the trainee to perform a brief simulated counseling interview in which he is rated "adequate" or "inadequate" on each of the following criteria:
   1) arrangement of furniture in the interviewing room
   2) invitation to client to enter the room
   3) opening remarks to get the interview started
   4) eye contact
   5) body posture
   6) facial expression
   7) other mannerisms

b. Individual Interaction Skills II--requires the trainee to perform adequately on all criteria for the first exercise and to:
   1) identify the predominant theme of the client's verbalizations
   2) focus on the theme
   3) direct the theme toward a counseling goal

c. Individual Interaction Skills III--requires adequate performance on all criteria for both previous skills exercises and also askes the trainee to use the following four counseling techniques:
   1) restatement
   2) maintenance of appropriate tension
   3) interpretation
   4) handling of pauses and silences.

This exercise was repeated until the trainees were rated "adequate" on all 14 criteria.

Topic 4: Basic Principles of Group Counseling--a didactic session based on the monograph, "A Basic Approach to Group Counseling in the College Placement Service." This monograph and other related references on group counseling had been read beforehand by the trainees.

a. Particular stress was placed upon the need to memorize the basic steps in group counseling as listed on the outline accompanying the monograph (See Appendix).

b. Emphasis was also placed upon the distinction between the common problems and case centered approaches to group counseling since it was not possible to predict which of these approaches might be suitable for a particular group of placement clients.

Topic 5: Illustrative Group Counseling Interview--As in the comparable session devoted to individual counseling, the original plan was to present a model videotaped group counseling interview. However, this plan was frustrated by logistical difficulties. As an alternative, the trainees agreed to lead groups composed of five staff members who played the roles of placement clients, each with a different problem.

a. These interviews were videotaped and replayed for critique and discussion.
b. Each trainee viewed the other's videotaped interviews as well as his own, and strengths and weaknesses were pointed out. Thus, some of the "modeling" intent of the tapes was retained.

Topic 6: Practice in Group Counseling--Each trainee was then placed in a separate room with two or more staff for additional practice in group counseling.

a. Each staff member portrayed a placement client with a problem which centered upon information-seeking, decision-making, or skill development. Examples included the following:
    1) Information-seeking: Client wanted information about a particular occupation, company, or school.
    2) Decision-making: Client could not decide whether to take a job next year or enter graduate school.
    3) Skill development: Client was worried about how to conduct himself in the employment interview.

"Help Sessions" were again conducted in the evening to resolve questions stemming from the day's activities and to provide additional supervised practice in individual and group counseling.

Day 3--The purpose of the third day was to present the final didactic portion of the training program and to provide additional practice in individual and group counseling.

Topic 1: Referrals for Intensive Vocational and/or Personal Counseling--a brief didactic presentation concerning referrals to the University Student Counseling Center for intensive vocational and/or personal counseling. This topic was presented by a staff member of the Counseling Center and was followed by a discussion period. Specific considerations included were:

a. behavioral symptoms to be alert for in clients
b. how to discuss the possibility of a referral with a client
c. the appropriate protocol to be followed in making a referral
d. how to follow-up on a referral
e. matters of ethics and confidentiality

An effort was made in role-playing situations at subequent points in the training program to test the trainees' sensitivity to the more complicated and emotionally involved types of client problems.

Topic 2: Promotion of Information-Seeking Behavior through Counseling--On the first day of training, the trainees had been introduced to the topic of securing and using information about potential careers. The present topic provided an elaboration and extension of the former topic, with particular emphasis on how to integrate the promotion of information-seeking behavior into the Systematic Counseling paradigm.

a. The trainees were given copies of a flowchart entitled, "Conduct Information-Seeking Procedures" (See Appendix).
b. After studying and discussing the flowchart, the trainees read three sets of materials explaining the major flowchart functions in detail:
    1) "Flowchart Functions 6.1.1 and 6.1.2: Identifying Information-Seeking Modes and Assessing Sources and Skills"
    2) "Flowchart Function 6.1.3: Conducting Information-Seeking Tasks"
    3) "Flowchart Functions 6.1.4 and 6.1.5: Processing and Implementing Information"
c. Three videotaped presentations keyed to the flowchart and the printed materials describing it were shown. These one-inch tapes illustrate a counselor and client going through the process of identifying information-seeking modes and assessing sources and skills, conducting information-seeking tasks, and processing the resulting information. Although presented within the context of individual counseling, the overall strategy and specific techniques are applicable to group counseling as well. Aided by the accompanying narration, the trainees traced the various steps on the flowchart as they viewed the tapes.
d. A discussion period was held after the presentation.

Topic 3: Practice on Promotion of Information-Seeking Behavior through Individual Counseling

a. The trainees were then placed in role-playing situations with "clients" who faced decision-making problems, the solutions to which turned in part of the judicious use of information.
b. Following the interviews feedback on each trainee's performance was given by the "client" and by a supervisor who observed the role-played sessions.
c. The trainees were required to re-enact particularly troublesome portions of the interviews until their performance was judged acceptable by supervisors.

Topic 4: Practice in Group Counseling--The trainees were next given additional practice in group counseling, with emphasis upon the promotion of information-seeking behavior as a prerequisite to informed decision-making. Role-playing situations were again devised involving a variety of client problems frequently encountered. Evening "Help Sessions" were again conducted.

Day 4--The purposes of the final day of the training program were to provide further practice in individual and group counseling, evaluate the training program, and set the stage for the beginning of the applied phase of the Project during the academic year.
Topic 1: Practice in Individual Counseling--The basic format previously used in individual counseling practice was continued in this session, except that stress was placed upon the concluding steps in the Systematic Counseling process, ending with "transfer of learning" operations.
Topic 2: Practice in Group Counseling--The instructional program on the afternoon of the fourth day consisted of intensive practice in group counseling. Staff members again played the role of college students who had come to the placement office for help with a variety of concerns, ranging from information-seeking to skill development. Practice was provided with both kinds of group counseling situations--the common problems approach and the case-centered approach. "Help Sessions" were conducted in the evening which centered primarily upon further viewing and critique of the videotaped interviews conducted earlier in the day.

Day 5--The purposes of the final day of the training program were to provide further practice in individual and group counseling, evaluate the training program, and set the stage for the beginning of the applied phase of the Project during the academic year.
Topic 1: Practice in Individual Counseling--The basic format previously used in individual counseling practice was continued in this session, except that stress was placed upon the concluding steps in the Systematic Counseling process, ending with "transfer of learning" operations.
Topic 2: Practice in Group Counseling--further practice in group counseling. Stress was placed upon the culminating stages of the group counseling process, both for the case-centered approach and the common problems approach.
Topic 3: Evaluation of Training Program--a formal, written evaluation of the five-day training program by the trainees. There were two basic purposes for this evaluation:

a. to determine the relevance and feasibility of the instructional content and strategy for short-term training of placement vocational counselors
b. to identify areas for continued emphasis in the orientation period and in-service seminars which were to follow

For this purpose, a 19-item questionnaire was devised in which the trainees were asked to rate each aspect of the program on a three-point scale ranging from "more than adequate" to "inadequate" to meet their needs at this stage of training. Written comments about each item were also solicited.

Topic 4: Plans for the Academic Year--At this time, plans for the orientation period and the implementation of the counseling programs were presented and discussed.

a. During the interim between the end of the training program and the beginning of the first counseling program (approximately two and one-half weeks) the trainees were to continue their orientation to the files, literature, and operating procedures of the Office of Placement.

b. Following the orientation period, the first of three five-week counseling programs in which the trainees would be interviewing clients was to begin. Throughout these programs the trainees were to receive supervision through inservice seminars and tape-review sessions.

Topic 5: Wrap-up and Closing--The concluding segment of the five-day training program involved a review and summary of the week's accomplishments and an expression of confidence by the staff that the trainees were prepared to begin vocational counseling, under supervision, with actual placement clients.

PROGRAM EVALUATION AND ANALYSIS OF OUTCOMES:

A. Evaluation of Training Program Itself (Without Client Results):

1. Trainee Evaluation

As noted previously, the trainees evaluated the training program through the use of a questionnaire administered on the final day. On the whole, their reactions were quite positive. Nearly all items were rated either "1" (more than adequate) or "2" (adequate). The main area in which the trainees felt the need for additional help centered upon their limited familiarity with the varied resources of the Office of Placement. In view of the brevity of the training program and the trainees' lack of prior experience in the college placement setting, this concern had been anticipated. Accordingly, provision had been made for continuing orientation activities in the Office of Placement during the interim between the formal training program and the beginning of the fall semester.

2. Staff Evaluation

Informal evaluation by the staff had taken place from the beginning of the training program. At the end of each day, the staff met and discussed the day's progress, including problems encountered and remedial activities to be conducted in the evening help sessions.

In addition, following the conclusion of the formal training program, the staff met and reviewed the progress and outcomes of the five days of training. The concensus was the Objectives 2 and 3 of the training program had been attained, i.e., that the trainees had demonstrated an adequate level of competence in basic counseling strategies and techniques were now prepared to begin supervised counseling in both individual and group settings with actual placement clients.

It was also the opinion of the staff that most of Objective 1, which focused upon the workings of the Office of Placement, had been attained. However, in agreement with the trainees, the staff perceived a need for greater familiarity with placement resources as contained in the extensive literature of the Office of Placement. As noted earlier, this need was provided for in the orientation period which followed the training program.

Despite the intensive, demanding schedule, morale was high throughout the five-day period, and the training program was concluded on a note of optimism and anticipation.

B. Client Ratings of the Program and Client Success

The placement registrants who participated in the Project as counseling clients received employment interview evaluations which were significantly below those of randomly selected control interviews. Whether the rate interview was before or after the Project counseling programs did not affect the ratings by employer representatives. Despite reporting more difficulty with securing positions than a randomly selected group of placement registrants, the placement clients who participated in the Project counseling gave equally favorable evaluations to the placement services they received. Also, the Project participants' placement success was rated by the Placement Director as equal to that of a randomly selected control group. The ultimate placement success of Project clients was seen as a result of the non-traditional services they received. While both clients and counselors reported more positive feelings about individual counseling, no differences in outcome were apparent.

ESSO Education Project
University of Virginia
1969-1971

*A BASIC APPROACH TO INDIVIDUAL COUNSELING IN THE COLLEGE PLACEMENT SERVICE

Outline of Major Steps

I. Receive and Evaluate Client Referral

II. Prepare for Interview

  A. Arrange for Appointment
  B. Review Available Data on Client

III. Conduct Interview(s)

  A. Establish Structure

    1. Purpose
    2. Roles
    3. Focus
    4. Limits

  B. Discuss Client Concerns (listen, observe, interact)
  C. Establish Specific Objective for Counseling
  D. Perform Required Tasks (e.g., information-seeking, decision-making, skill development)
  E. Evaluate Counseling

    1. Objective Attained?
    2. Need for Further Counseling?

  F. Terminate Counseling

    1. Structure Termination Operations
    2. Manage Client Resistances (if any)
    3. Stress Importance of Follow-Through
    4. Conduct Transfer of Learning Operations

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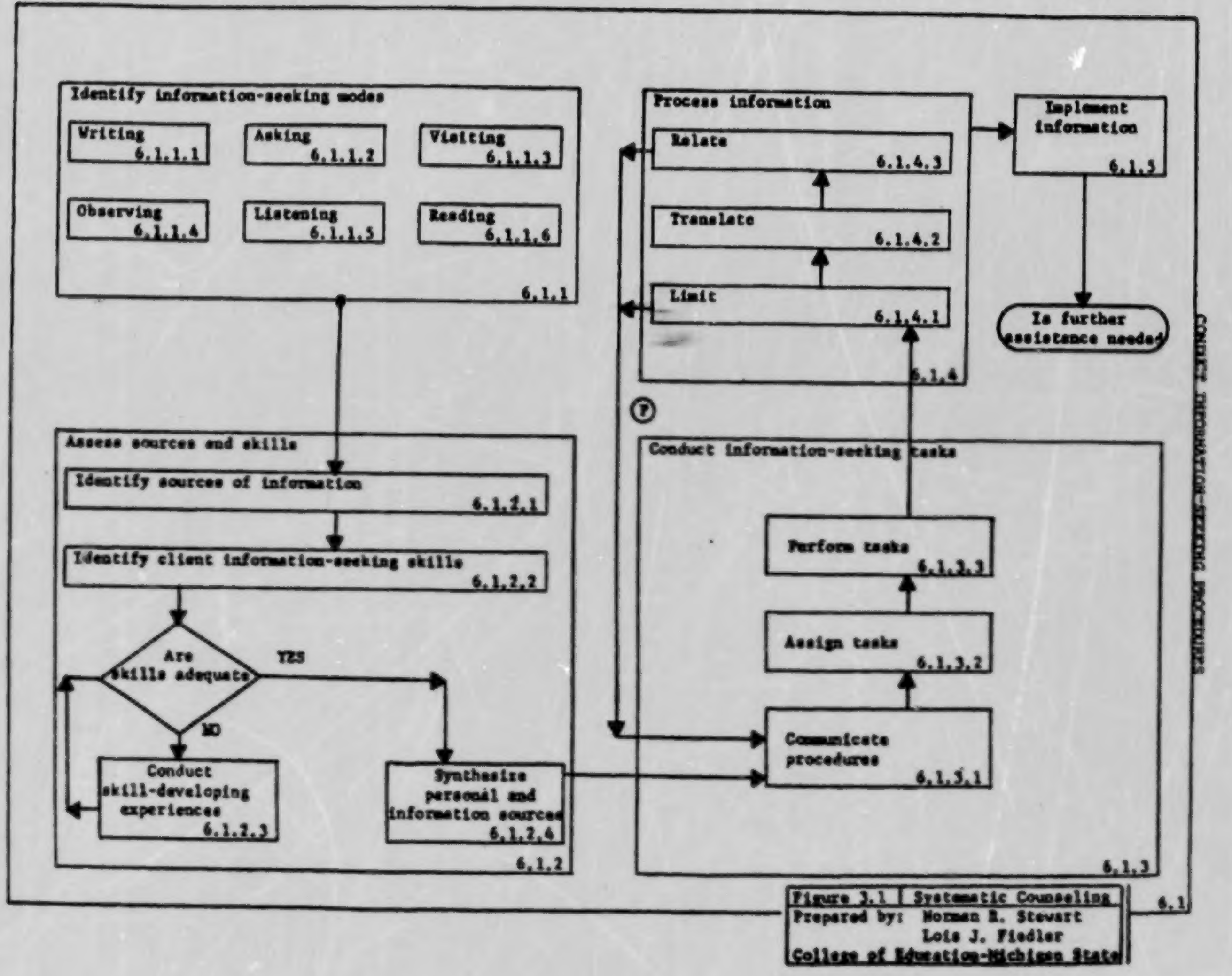
*Adapted from materials prepared by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. This material will be published later in revised form. Please do not quote from or reproduce without permission of the authors.



CONDUCT INFORMATION-SEEKING PROCEDURES
6.1
Identify information-seeking modes
Writing 6.1.1.1
Asking 6.1.1.2
Visiting 6.1.1.3
Observing 6.1.1.4
Listening 6.1.1.5
Reading 6.1.1.6
6.1.1
Assess sources and skills
Identify sources of information 6.1.2.1
Identify client information-seeking skills 6.1.2.2
Are skills adequate
YES
NO
Conduct skill-developing experiences 6.1.2.3
Synthesize personal and information sources 6.1.2.4
6.1.2
Process information
Relate 6.1.4.3
Translate 6.1.4.2
Limit 6.1.4.1
6.1.4
Implement information 6.1.5
Is further assistance needed
Ⓟ
Conduct information-seeking tasks
Perform tasks 6.1.3.3
Assign tasks 6.1.3.2
Communicate procedures 6.1.3.1
6.1.3

Figure 3.1 | Systematic Counseling
Prepared by: Norman R. Stewart
Lois J. Fiedler
College of Education-Michigan State

ESSO EDUCATION PROJECT--UNIVERSITY OF VIRGINIA, 1969-1971

A Basic Approach to Group Counseling in the College Placement Service

Outline of Major Steps:

I. Receive and Evaluate Client Referrals

II. Prepare for Group Sessions
  A. Arrange for Meetings
  B. Review Available Data on Clients

III. Conduct Group Sessions
  A. Establish Structure
   1. Purpose
   2. Roles
   3. Focus
   4. Limits
  B. Get Acquainted and Clarify Objectives for Joining the Group
  C. Discuss Member Concerns
   1. Common Problems Approach
   2. Case-Centered Approach
  D. Establish Specific Objectives for Counseling
   1. Common Problems Approach
   2. Case-Centered Approach
  E. Perform Required Tasks
   1. Common Problems Approach
   2. Case-Centered Approach

The major steps in this approach to group counseling are patterned after comparable steps in the individaul counseling process as developed by the Counseling Systems Research Project, Department of Counseling, Personnel Services, and Educational Psychology, Michigan State University. This material was developed under the sponsorship of the ESSO Education Foundation. Please do not quote from or reproduce without permission of the authors.

  F. Evaluate Counseling
   1. Common Problems Approach
   2. Case-Centered Approach
  G. Terminate Counseling
   1. Structure Termination Operations
   2. Review Activities and Accomplishments
   3. Manage Member Resistance (if any)
   4. Stress Importance of Follow-Through
   5. Conduct Transfer of Learning Operations

A Final Report:

CAREER DEVELOPMENT PROJECT AND BRIDGING THE GAP BETWEEN SCHOOL AND WORK

CG 008 491

BACKGROUND

School officials in the Watertown Independent School District in South Dakota became concerned that over the years the emphasis in education has been focused primarily on academic areas, to the exclusion of vocational-technical education. A post-secondary vocational-technical school, begun in 1965 and enrolling more than 600 students in 1972-73, brought a further awareness of the need for other than academic education in the district. In the summer of 1970 a proposal for a career education program was outlined. This final report of the Career Development Project covers the period from September, 1970, through September, 1973.

Specific needs appeared to be in-service training for junior and senior high counselors and elementary teachers, acquisition of new materials and media having to do with occupations other than the professions, emphasis on the worth of work, encouragement of enrollment in other than academic courses, follow-up measures for dropouts and graduates, work experience for students, introduction of varying kinds of occupations to students, and specific efforts in the areas of job placement, apprenticeship programs, and alternative kinds of post-secondary education.

The project proposal outlined change in two major areas:

1. An in-service training program for district counselors, and counselor training state-wide.

2. Implementation of a K-12 program of career development for all students in the district.

The project was initially divided into four phases:

1. In-depth planning of project policies and activities and securing materials.

2. Orientation of the school district staff to the project preparatory to implementing the various activities.

3. a. Integration of occupational information, exploration, and career education concepts into the curriculum.
   b. Identification of potential dropouts and intensive occupational counseling for all junior and senior high students.

4. a. Data collection for the final evaluation.
   b. Dissemination of project materials and information.

OBJECTIVES

Individual development was seen as a prime focus in the elementary and junior high programs, with more attention given to specific decision-making activities during the final years of high school. An intrinsic project goal was to bring the teacher-counselor team into a closer working relationship, placing increased emphasis on counseling in the classroom. The specific goals were to do the following:

A. Develop and implement an in-service program for counselors on occupational counseling to increase their ability to assist non-college-bound students.

B. Develop and implement a program of occupational information which will be integrated into the curriculum of the six elementary schools (K-6). The program will be designed to increase student knowledge of the world of work and the application of the curriculum content to the world of work.

C. Develop and implement a program of occupational information, orientation, and exploration for secondary school students (7-12) that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and enable them to see first hand occupational training programs and workers employed in occupations unfamiliar to them.

D. Develop and implement a program to identify potential dropouts. Those identified will become involved in an intensive program of counseling, training, job placement, and follow-up whether they continue in school or leave before graduating.

E. Develop and implement work experience, cooperative education, and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.

F. Develop and implement provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school.

G. Develop and implement provisions for intensive occupational guidance and counseling during the last years of school for initial placement of all students at the completion of high school.

Miscellaneous objectives included such things as finding jobs for junior high school special education students, following up school leavers, locating and disseminating relevant materials in career education, preparing reports, communicating with news media concerning the progress of the project, and the like.

GENERAL FORMAT

Staff:

1. Project Coordinator
2. Senior High Occupational Counselor
3. Work Experience Coordinator
4. Occupational Counseling Specialist
5. Secondary Curriculum Specialist
6. Elementary Curriculum Specialist
7. Information Specialist

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14. Social studies oriented books were read in connection with the field trips.

15. Some activities by grade level were:
   - a) First Grade - a community helpers program
   - b) Third Grade - a puppet show to reinforce a supermarket field trip, a weather and climate show integrating seasonal careers
   - c) Fourth Grade - a play about the life tasks of a cowboy
   - d) Fifth Grade - a Careers in Government Day where the Governor, the Speaker of the State House of Representatives, and the Mayor of Watertown participated
   - e) Sixth Grade - an interest survey to help students become aware of their own preferences and abilities

Elementary Guide to Career Education was used as a resource book in the elementary grades because of its amplification of career concepts. Techniques, Notes, Tips by Proctor was used as a guide for group work in the classroom involving career concepts.

16. The testing program for grades K-6 was revised.

C. Program of occupational information for 7-12

1. Department chairmen were employed as consultants in the fall of 1971 to develop the framework for thorough integration of occupational information into secondary course work. Several teachers also worked on specific activities during the following summer for use in their own classrooms.

2. A workshop was held for senior high teachers in the summer of 1972 to help them develop techniques to be used in an expanded homeroom program. The emphasis was on re-establishing the importance of the teacher's role in the guidance program, focusing on career planning assistance.

3. "Mini-workshops" were held with selected high school teachers to establish priorities among academic and non-academic skills which all students should be expected to acquire from their in-school experiences. During one "mini-workshop" the idea for a student homeroom guide to establish priorities for student classroom experiences developed. Decisions for Living--A Guide for Personal Planning was designed for use in the senior high homeroom

program and provided the framework for the development of the proposed teacher-centered guidance program.

5. A student handbook, Time for Tomorrow--A Guide to Career Planning, was developed in 1972 to help students gear course selection to career clusters. Senior high teachers generally did not accept the approach, and the handbook was not revised for use in 1972-73 registration. The handbook was used during the 1972 summer counseling program to help acquaint incoming ninth grade students with the concept of career clusters.

6. Pre-school workshops were held for incoming 7th and 10th grade students in the fall of 1971 in cooperation with administrators and counselors. The orientation program helped to acquaint students with their community and to adjust to a change in schools. About 60% of the students participated in the voluntary program. Activities included:

  a) group guidance sessions
  b) orientation to the various departments and their programs
  c) information tours of the community

7. Occupational counseling was provided through a senior high school counseling center where students discussed their abilities, interests, personalities, and past performance in relation to realistic occupational choices.

  a) Students obtained information on occupations by using cassette tapes, films, published materials, and by talking with counselors
  b) Teachers also had access to the materials for presentation to their classes.

8. Service clubs in the city were made aware of the project, and these groups (such as the local Rotary Club) formed the core of the career resource persons file.

9. To promote the development of a comprehensive placement service which would be available to senior high students, a pilot program was developed during the summer of 1972 through the cooperative efforts of the project, the Watertown Public Schools, the city of Watertown, and the Inter-Lakes Action Program.

10. The project cooperated with the local scout executive during the 1971-72 and 1972-73 school years to help the scouts develop their special interests.

11. A survey was conducted each year of students in grades 8 through 11. The printout of the 1972 survey was filed in the high school guidance office for use by counselors.

12. Special programs for 9th graders included:
    a) Discussions to acquaint them with the career cluster concept.
    b) An English project wherein students conducted on-the-job interviews of persons whose jobs they found interesting. Students took photos of their subject; a student-operated darkroom was set up for developing purposes.
    c) Field trips to expose students to occupations not necessarily available locally.
    d) A pilot program (in ninth grade Speech classes) to expose all students to the basic skills and procedures entailed in applying for a job using McKnight & McKnight's Succeeding in the World of Work. Reinforcement was provided through the senior high school homeroom guide, Decisions for Living--A Guide for Personal Planning.
13. A program for junior high school students called "Exploring Careers" was developed for the first week following the 1972-73 academic year to enable students to have experience in a selected vocational-technical area. The program, developed in connection with the Lake Area Vocational-Technical School, attracted a voluntary enrollment of more than 250 students.
14. A junior high industrial arts program was designed to provide hands-on experiences for students in as many different areas as possible.
15. SPACE (Special Program Aimed at Career Exploration) was developed as an alternative to the traditional high school "Career Day." SPACE involved some 130 persons from the community, with students attending one of 12 full-day programs at various locations in the community.
16. A program called "Cop-In" (Career Opportunities for Individual Needs) was developed, whereby incoming high school seniors toured campuses by bus to enable them to become familiar with the campuses and educational opportunities.
17. The testing program for grades 7-12 was revised.

D. Program to identify potential drop-outs

1. A career development class was conducted for the potential drop-outs by the work experience coordinator. Students were helped in:

a) self evaluation
b) awareness of what employers and society expect of them
c) occupational counseling

2. The work experience coordinator incorporated the Neighborhood Youth Corps (NYC) program into this program for potential drop-outs.

E. Implementation of work experience, cooperative education, and similar programs

1. The Neighborhood Youth Corps cooperated in selecting student applicants for summer jobs.
2. Employer cooperation was sought in providing jobs for students.
3. Arrangements were made for students to spend a day on the job in an occupation of interest to them.

F. Specific training in job entry skills

The Multi-District Career Center was established and provided occupational training and exploration in eight areas to some 500 juniors and seniors from Watertown and 11 surrounding communities during the 1971-73 years.

G. Initial placement of all students at the completion of high school

1. Two workshops held for South Dakota high school counselors during the summer of 1971 aimed at making counselors as familiar with vocational-technical school, job and apprenticeship training requirements as they were with college requirements.
2. The Multi-District Career Center activities also contributed to the achievement of this goal.

Procedures for meeting some of the miscellaneous objectives

1. Students who had dropped out from school were contacted and urged to return to school. Through discussion they were helped in evaluating their present situation and their futures.

2. Access was maintained to appropriate educational data or document banks. Access to other occupational materials in

public agencies and private enterprise was obtained through personal, telephone, and mail communication.

3. A surveillance system to assist in identifying significant occupational educational materials from national sources was organized.

4. Materials serving the needs of users on the Career Development staff were disseminated. Information was made available to local staffs as it was acquired, and to users outside the school district through bibliographies.

RESULTS OF THE THREE YEAR PROGRAM

1. The project's occupational information center in the high school will be continued.

2. A resource center for project materials will be maintained.

3. A Multi-District Career Center has been established and will continue in operation. The Center serves 12 schools from nine school districts.

4. All elementary and secondary teachers have developed and tested units of study for their respective classrooms that will enrich classroom activities. An elementary curriculum guide has been developed by project personnel and will serve as the focal point for many career education activities.

5. The tools of many trades are now being used in the classroom.

6. "Exploring Careers" will be continued in future years.

7. The Post-High School Opportunities Day is an outgrowth of the project and involves many types of opportunities for high school seniors to explore.

8. Decisions for Living, A Guide for Personal Planning is being used as a homeroom guide.

9. A summer counseling program for ninth grade students and their parents has been implemented and will be continued. The purpose is to plan long and short range goals for the student.

10. Project VIEW (Vital Information for Education and Work) has been piloted by the project and found to be a useful tool if the basic information is supplemented with local information.

11. Placement of all students completing their school work will continue to be the goal of the high school guidance department.

12. Community response continues to be overwhelming. Resource people have maintained their willingness to be available. Business and industry have opened their doors to provide work experience and job observation.

13. The high school curriculum has undergone revision and will be continually evaluated and revised.

14. SPACE will continue to operate, scheduling high school seniors with a variety of community resource people from within one of the 12 career clusters.

15. A revised testing program has been implemented and will be continued and evaluated annually.

Principals have been charged with the responsibility of maintaining the career education activities that have been implemented in their buildings.

PROGRAM EVALUATION

Throughout the existence of the Career Development Project at Watertown both quarterly and annual reports were prepared and submitted. Process evaluations were conducted by a third party team each year. In addition, a project visitation and management evaluation was conducted by representatives of the United States Office of Education during the second year of operation.

The evaluation team compared career data of Watertown students with that obtained from two other control school districts, identified as school "A" and school "B." Data was obtained from fourth, ninth, and twelfth graders. In addition data for the evaluation was collected from the following groups:

1. Elementary teachers (K-6), Watertown
2. Secondary teachers (junior and senior high school), Watertown
3. School counselors, Watertown
4. Counselor participants in Career Education Workshop
5. Watertown community (parents and citizens at large)

Responses of Fourth Grade Students Concerning Career Education

Fourth grade students from Watertown and from the two control school districts were given Career Awareness surveys. The mean of the Watertown students was significantly above the mean of the students in both control schools. The difference between scores made by students in school "B" and school "A" was not significant.

Ninth Grade Students' Survey Responses Relating to Career Education

Ninth grade students from Watertown and from the two control school districts answered questions in three different categories:

(1) "Have you ever figured out-- ?"--dealing with items such as income tax returns, engine displacement, and land elevation.
(2) "Have you ever experimented with-- ?"--developing/printing films, weather instruments, water impurities, etc.
(3) "Have you ever-- ?"--concerning experiences with job application forms, business meeting notes, sales speeches, etc.

In the first two categories no clear conclusion could be drawn about the comparative learning experiences of the three school groups although, in general, Watertown students tended to respond "Yes" more frequently than students in either of the other groups. Watertown students did, however, give more "yes" responses on category 3 items. Although on the survey as a whole, the numbers and percentages of "Yes" responses by Watertown students were not considered great, the evaluators agreed that the difference compared with either control group was substantial. They concluded, therefore, that for ninth grade students in Watertown the Career Development Project in concert with other community resources has had a positive overall effect and has given indications of being successful with students.

Senior Opinions Concerning Career Education

Seniors in the three school districts filled out opinionnaires concerning Career Education experiences and preparation. Items dealt with job help, the relation of English to job interests, the relation of math to job interests, etc. Although survey responses for 1973 indicated few overall differences between groups of seniors in the respective school districts, the evaluators were of the opinion that:

(1) Future surveys may yield comparative data indicative of differences that support the efforts of the Career Development Project since Watertown seniors in the years ahead will have had greater exposure to project activities.
(2) The survey instruments could be refined by utilizing a scale indicative of the strength to which opinions are held. Such an approach should assist in comparisons so that community or school biases are reduced in effect.

Career Education Workshop Participant Opinions

Of the 35 responding participants in the survey, 24 (or 69%) indicated that they had had contact with the Career Development Project following the Career Education Workshop in Watertown. However, 95% of these participants reported that their follow-up contacts were by means of publications (including those of the Career Development Project) and other news media.

Their responses on the survey were favorable.

Watertown School Counselor Opinions

Conclusions reflecting the opinions of Watertown school counselors as a group are as follows:

(1) The Career Development Project appeared to produce a significant change in student decision-making.
(2) Increased student use of career-related resource material occurred.
(3) No increase in library use occurred.
(4) The student drop-out rate as compared with pre-project years stayed the same.
(5) No increase or significant change in summer employment for students was observed.
(6) Watertown students displayed a positive attitude toward career education.
(7) The counselors believed that the Career Development Project required them (counselors) to make significant changes in their counseling techniques.

Changes recommended by the school counselors were as follows:

(1) More career exploratory programs should be conducted by the project staff.

(2) Activities of the project and the area vocational school should be more closely related.
(3) More intra-project involvement by the total staff should be obtained.
(4) School counselors and Career Development Project staff should have a closer working relationship.
(5) Physical setting of the Occupational Information Center should be improved.
(6) Personnel policies should be improved.
(7) Coordination of the entire counseling program should be improved.
(8) More organization involving teaching staff should be provided.
(9) Structure of the Occupational Information Center should be changed to offer more service to all students.
(10) The number of inter-project staff meetings should be increased.

Watertown Community Opinions Relating to Career Education

A survey concerning awareness of and support for the Career Development Project was filled out by 31 parents and 41 non-parents in the community. Overall, the survey appeared to support career education in the schools but also demonstrated a need for more public awareness.

ANALYSIS OF OUTCOMES

1. Beneficial activities and services for students and staff of the Watertown public schools in particular were provided by the project which were not entirely delineated within the evaluation process. Lack of baseline data at the inception of the project was a factor that limited internal comparisons.

2. In accord with the resources available such as time, space, and personnel, the project appeared to be well managed and conducted throughout its three-year life.

3. If the project had been planned and viewed as an integral part of the school system rather than as an appendage, greater evidence of positive support and significant effects might have been demonstrated. Favorable findings for purposes of the evaluation tended to occur among fourth grade students, elementary teachers, school counselors, counselor participants in the career education workshop, and the general community.

Findings relating to ninth grade and senior students as well as secondary teachers were considered "lukewarm" reactions to the project by the evaluation team. Distortions due to size of school enrollment may have affected the comparisons between Watertown and the control school districts. As a consequence, the results were not considered alarming yet did not provide a basis for positive project support. For the project's goals to have been accomplished more effectively (i.e. for the students), the impact on administrators and secondary school teachers should have been correspondingly greater than findings indicated.

In general, the evaluation team was convinced that the Career Development Project had been successful in most efforts and at most levels within the scope of the project intent.

RECOMMENDATIONS FOR ADOPTION AND START-UP

Specific recommendations for establishing the project in a new setting were not made. Much can be learned, however, from studying the Time Sequence Schedule in the Appendix and from the following recommendations for improvement in the original program:

1. The evaluators point out that it might be better to plan such a project as an integral part of the school system rather than as an appendage.

2. High school teachers and counselors felt differently about the value of OVIS test results. As teachers seemed unenthusiastic about receiving their students' scores, the effort to transmit the scores to the teachers was not repeated.

3. The project recommended to the school district that each senior be scheduled for a half day on the job in an occupation of interest to him. This would be an extension of the SPACE (Special Program Aimed at Career Exploration) program.

4. The project leaders suggest that a program such as "Cop-In" (Career Opportunities for Individual Needs) could possibly be financed at a very low cost per student.

5. A controversial suggestion for academically-oriented personnel was that senior high school offerings be re-assessed based on their relevance to career preparation. The project leaders feel that changes must be gradual and must arise from student or teacher demand.

6. The evaluators felt that the following variables require more attention:

a) the course offerings in the school
b) electives available to the ninth grade
c) exposure of control group teachers to career education
d) percentage of counselors' time devoted to student contact
e) class size
f) student teacher contact hours
g) exposure to vocational education programs
h) industrial exposure

7. As a result of studying the survey responses of the Career Education Workshop participants, the evaluators became convinced that improved procedures for continuing communication were needed, such as two-way personal visitations subsequent to workshops.

8. The results of the community survey indicated that expanded parent-school and school-community communcations appeared to be needed for the Career Development Project.

TIME SEQUENCE SCHEDULE

Hire Project Coordinator Hire Project Staff * Set up office area Purchase office supplies * Denotes activities that carry over into subsequent quarters	Data collection * Plan Project activities Orientation of School District staff * Develop and utilize Advisory Committee * Contact and work with Service organizations in City * Develop method of implementation	Implement Career Development activities into elementary and secondary schools * Contact Outside Evaluators Create Vocational Guidance Center in high school Intensify guidance program in high school Identify potential drop-outs Disseminate information and develop method for distribution * Plan summer activities Involve and secure community support *	Secure work experience for the disadvantaged * In-service training for classroom teachers Prepare annual report Self evaluation * Outside evaluation Workshop for Counselors from outside our system Orientation for 7th and 10th grade students Help develop VIEW materials * Prepare next year's budget Security community resource people
October 1, 1970 to November 30, 1970	December 1, 1970 to February 28, 1971	March 1, 1971 to May 31, 1971	June 1, 1971 to August 31, 1971

Individual contact with secondary teachers * Identify potential drop-outs * Follow-up students who left school last year * Orientation of new school district staff members * Implement new programs: 9th grade orientation Elementary Industrial Arts Vocational Subject High School 10th grade English Career Planning New testing programs - K-12 Activities at all grade levels Group counseling for disadvantaged students * Develop concept that Career Planning is an "ongoing process" Every classroom a guidance center	Community involvement - speakers and tours District staff Advisory Committee meet for each subject area * Statewide dissemination of project activities Develop student placement procedures Seminar for personnel from other schools Plan activities and new program for third year of project Reorganize Area Guidance Association	Self evaluation * Place every student upon leaving school * Implement method - using ERIC for classroom teacher * Seminars for personnel from other school districts Produce materials for statewide use *	Outside evaluation * End of year report In-service training for personnel Prepare next year's budget
September 1, 1971 to November 31, 1971	December 1, 1971 to February 28, 1972	March 1, 1972 to May 31, 1972	June 1, 1972 to August 31, 1972

Maintenance of existing program Plan new activities * Prepare school district for last year of Federal funding Monitor all ongoing activities *	Perform 2-year study of students and follow-up of previous year students Self evaluation of program activities *	Seminars with teachers and counselors from outside school district Inform State agencies	Final report Curriculum information made available for District and State use Dissemination of information continues Complete project - September 12, 1973
September 1, 1972 to November 30, 1972	December 1, 1972 to February 28, 1973	March 1, 1973 to May 31, 1973	June 1, 1973 to September 12, 1973

A Summary of:

PROJECT WOMEN IN A MAN'S WORLD: A GUIDE FOR SCHOOL COUNSELORS

Project Director: Ralph T. Carr

ED 074 216

BACKGROUND

"Project Women in a Man's World of Work" was a program carried out with tenth and eleventh grade girls in five high schools in Maine. Its purpose was to help equalize the treatment of female students in terms of Career Education. A second major purpose was to lay the groundwork for the utilization of student aides in the guidance program. Graduate students enrolled in the "Apprenticeship" program at the University of Maine at Orono worked closely with the high school students and the school counselor on the program's details.

The preliminary planning phase of the program was conducted by the program leader in sessions with individual school counselors and with groups of counselors. A firm commitment to the program was obtained from each high school principal and each superintendent.

OBJECTIVES

1. The identification of the career interests of 10th and 11th grade high school girls.
2. A measure of the knowledge of 100 girls (ten tenth graders and ten eleventh graders from each school) relative to selected careers usually occupied by men.
3. The development of an in-service career orientation program to acquaint 100 girls with selected careers usually occupied by men.
4. Provisions for 100 girls to learn about careers normally occupied by men from women presently earning their livings in those fields.
5. The development of an in-service training seminar for the 100 girls to prepare them to discuss careers normally occupied by men with other students.
6. Provision of a rotating cadre of paraprofessional student helpers to work with and through the guidance department.

7. The development of a model for a careers guidance program which might be adopted by other Maine high schools.

GENERAL FORMAT

A fairly precise schedule was established for the operation of the project with stated priorities. In general, the schedule was followed with only slight modification despite the uncertainty of funding. The schedule included:

A. Meetings with school counselors
B. Meetings with school administrators
C. Further meetings with school counselors
D. Survey of all 10th and 11th grade girls in five high schools
E. Completion of survey data
F. Contact with resource personnel
G. Ordering of materials
H. Meeting with counselors to develop in-service training plans
I. In-service training of the girls to acquaint them with the selected careers
J. Project women's seminar with resource women speaking to the 100 girls
K. Meeting with counselors to plan post-seminar in-service training for the students
L. Student volunteers conducting sessions in their schools with other students
M. Post-survey of knowledge of careers of the 100 girls in the program
N. Evaluation by independent evaluators
O. Final report on the program

Survey of Interests

1. The interest survey was developed by taking the careers listed on the male and female forms of the SVIB and alphabetizing them. Students were then asked to indicate those careers they would like to know more about. A paragraph was also included on the survey form describing the volunteer position of "guidance aide." Students were

asked to indicate whether they wished to become "guidance aides." The paragraph follows:

> In addition, we need volunteers to become "Guidance Aides." The 20 Guidance Aides selected from this school will be provided an opportunity to meet with women who are successfully earning their livings in a number of careers. Following a series of training sessions, this group will provide information to other high school girls about various careers.
>
> If you would like to become a "Guidance Aide" please check here . . . .

Nearly half of the 900 students volunteered as aides.

2. From the survey it was decided to take the first ten careers which were occupied over 50% by men. As a result, the following ten careers were selected to be used as the basis for the project:

    Veterinarian
    Communications
    Counseling--Psychology, Rehabilitation, School
    Military
    Recreation Director
    Bookkeeping, Accounting
    Computer Programmer
    Police
    Lawyer
    Forest Service

In-Service Training in Career Awareness and Preparation as a Guidance Aide

1. Ten sophomore girls and ten junior girls were randomly selected from each school to participate in the program.
2. An orientation meeting was held in each school attended by the school counselor, the school administrator, the 20 girls, the apprentices, and the program director.
    a) Purpose of the project was discussed.
    b) The counselor and administrator indicated support for the program.
    c) Apprentices were introduced to the girls.

3. Originally, it was planned that the in-service training with the 100 girls would be a separate phase from the post-seminar training period for preparing the students as guidance aides. As it worked out, the two phases overlapped--as the students were learning about careers normally occupied by men, they were also learning ways of disseminating this information to other students.
4. Apprentices and counselors met with the girls after the orientation session and administered a "Knowledge of Careers" instrument. Each girl was asked to complete it on the basis of the one career she had decided to study in depth. Questions dealt with girls' knowledge of:
   a) educational requirements for qualification in that career
   b) salary or wages paid to qualified individuals entering that career
   c) present opportunities for women in that career
   d) where people in the career are employed
   e) future trends for employment in the career
   f) number of individuals employed in the career
5. The longer the program continued, the more active the apprentices became in the program. The following is a copy of a communication with the apprentices relative to their role in the program:

Role of Counselors in Training in "Project Women":
1) Discuss Project Women with director.
2) Discuss Project Women with school counselor.
3) Plan the orientation meeting for the 20 girls with school counselor.
4) Gather all material possible about ten careers to be presented.
5) Send, on school stationery, for other materials--girls to help.
6) Establish times to meet with 20 girls in groups of two. One 10th and one 11th in each interest area. Help them develop ideas which might be used in both the training phase and in their role as guidance aides.

Ideas for Training Phase (Not necessarily in order of priority)
Cooperative endeavor of CIT's and 20 girls
1) Pre-test 20 girls on a "Knowledge of Careers" survey.
2) Read over material on each occupation.

3) Survey women teachers in school regarding their experiences and willingness to help in the program.
4) Survey local community relative to people in these ten fields.
5) Send for material not already available.
6) Develop a brochure of questions and answers about each of the careers.
7) Develop picture booklet.
8) Write colleges about programs in these fields.
9) Visit women in the community who are in related fields.
10) Read up on want ads: NY Times, Boston Globe, Portland, and Bangor papers.
11) Make a bulletin board in the school about careers for women.
12) Make an appointment to visit the employment agency.
13) Collect data from Occupational Handbook.

6. As the in-service training continued, further ideas were advanced to apprentices and counselors in each school. In a letter to the graduate apprentices, the director sent the following list of suggestions:

Have You Tried These?

1) . . . Each team develops a career notebook.
2) Project Women make a bulletin board.
3) Girls write an article for the school paper.
4) Each team develops a brochure of Questions and Answers about . . . (Name of career)
5) Teams gather questions they want to pose to the consultant on (date).
6) Check on how they are coming on the "Knowledge of Careers" instrument.
7) Girls plan a parents night.
8) Interviews conducted with local people (women and men).
9) Girls write for additional materials.
10) Women teachers surveyed.
11) Colleges contacted for materials about educational opportunities in these fields.
12) Girls discuss their work with the local school counselor.
13) Newspapers from NY, Boston, Portland, and Bangor used to search the job ads.
14) Field trips to the nearest Maine Employment Agency.
15) Girls develop a scrapbook with pictures about the careers (A bulletin board with mixtures of pictures interlaced is an eye-catcher).

7. Each school already had some material in its files on each of the ten careers studied in this project. However, in addition, letters were sent to various sources for additional information. Examples of source persons contacted follow:

Mrs. Maurine Barkdoll
Broadview Police Department
Broadview, Illinois 60153

International Association of Women Police
100 North LaSalle Street
Chicago, Illinois 60602

Federal Bureau of Investigation
U. S. Department of Justice
Washington, D.C. 20535

Accounting Careers Council
National Distribution Center
P. O. Box 650
Radio City Station
New York, N.Y. 10019

National Association of Purchasing Management
11 Park Place
New York, N.Y. 10007

Institute of Life Insurance
277 Park Avenue
New York, N.Y. 10017

The American Bar Association
1155 East 60th Street
Chicago, Illinois 60637

American Newspaper Publishers Association
750 Third Avenue
New York, N.Y. 10017

Theta Sigma Phi
106 Lantern Lane
Austin, Texas 78731

National Industrial Recreation Association
20 North Wacker Drive
Chicago, Illinois 60606

National Recreation Association
8 West Eighth Street
New York, N.Y. 10011

The Rehabilitation Counselor
National Association for Mental Health, Inc.
10 Columbus Circle
New York, N.Y. 10019

American Psychological Association
1200 17th Street N.W.
Washington, D.C. 20036

American School Counselors Association
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

Consumer and Marketing Service
U.S. Department of Agriculture
536 South Clark Street
Chicago, Illinois 60605

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

Project Women Seminar

1. One of the highlights of the entire project was the seminar for all 100 high school girls on the UMO campus. Attending the seminar as resource people were women who were earning their livings in careers normally occupied by men.
2. After the seminar the following suggestions were made for implementing the guidance aide aspect of the program:
   a) A meeting of the 20 students in each school to share their experiences with the resource person. This will allow each girl to help broaden the career awareness of girls attending other sessions.

c) Develop a career notebook on each of the ten areas and make it available through the guidance department.
d) Develop a brief brochure entitled "Questions and Answers about . . . .as a Career." Place in the Guidance office.
e) Continue research into each of the areas, adding more information to the career notebook to be available to other students.
f) Contact other students about the opportunities in the field each girl studied.
g) Develop a bulletin board about the ten careers.
h) Interview other individuals working in the areas studied.
i) Develop a scrapbook with pictures about the ten careers.
j) Meet with the school counselor in terms of how guidance aides might be used in the school.
k) Become acquainted with fields related to those students.

Dissemination:

In general, most of the dissemination responsibility was left up to the local school. Local bulletins and newspaper articles were published telling the purposes and activities of the project and encouraging questions.

PROGRAM EVALUATION

A professional person not directly associated with the program provided an evaluation of it which is filed with the final report.

Many subjective comments regarding the program were also received from students, counselors, participants, and resource specialists. Typical of the positive response was a letter from a WAC Recruiting Officer who had participated in the Project Women Seminar. Part of the letter follows:

"Several features of the program contributed significantly to its success: the small number of students in each discussion group; the presence of a high school guidance counselor to supplement the efforts of the discussion leader; the opening and closing speeches given by well-informed adults who established a sense of perspective for the subject of careers for women; and the variety of careers represented by the discussion leaders.

"Some changes which might be considered for incorporation in the future would be: the scheduling of a short break in the two-hour discussion period; the use of separate rooms for each career to provide space and the opportunity to use visual aids such as slides or movies."

A Summary of:

VOCATIONAL EXPLORATION GROUP THEORY AND RESEARCH

by
Calvin J. Daane, Ed.D.

A programmed group published by
Studies for Urban Man, Inc.
P.O. Box 1039
Tempe, Arizona 85281

ED 062 664

BACKGROUND

The Vocational Exploration Group was developed in 1971. There were numerous field testings and revisions during this time; modifications were made in terms of ease of handling for leaders, sequence, and timing for the various steps and phases. The major concern for the program was the gradual and sequential use of peer interaction methods for incentive and support in considering self, work, and the man-job personalized relationship. The process was designed to help applicants make better use of counselors and counseling skills.

Clients often attend employment interviews with very incomplete knowledge of their own job interests and skills. Having no realization of what satisfactions they require in a job, they are destined to return again and again.

The goal for the Vocational Exploration Group was the identification of the man-job relationship. The process is structured small group interaction in a series of sequenced tasks that are relevant to man and job issues. The sequence of tasks is designed to develop insight into what jobs are, what they demand from man, and what they give to man in return. The process of identification with these issues is thought of as job personalization.

OBJECTIVES

1. To test gains for group members and their holding effects over a one-month period.
2. To test the efficiency of a pyramid training method for preparing leaders.

GENERAL FORMAT

Basic Dynamics

1. Members gain increased levels of self confidence by two methods:
   a) self disclosure of thoughts about jobs
   b) peer feedback for acknowledgement and acceptance that the jobs exist

   This acceptance allows the energy that was used earlier to defend to be released for new and creative thoughts.

2. The pooling of job information develops a reason to search past activities that were successful. The Job Information booklet describes 150 jobs in terms of preparation level and job function, demands and satisfactions. Group members study these jobs and use these as a model for other jobs.

3. Job personalization--knowing jobs and identifying with them creates a satisfaction drive that tends to enhance interests and skills and thus enhance a worker's demand in the job market.

4. Expanded perception of thoughts and the sharing of these thoughts occurs. Sharing, pairing, and the sensations of inclusion with one another allow members to take more self-searching risks and discover new routes for social adaptation. With expanded perception participants think more creatively.

The Process--The group sequence has 27 tasks within 5 phases.

Phase I

1. Groups begin with inclusion activities to reduce fears of exploration.
2. They then look at the world of work through a simple two-fold matrix of prime job function as Data- People- Things, and prime job preparation as attitude for training on the job, ownership of a special skill and preference for college.

Phase II

Group members share information they have previously gained about jobs.

1. Members first tell about the jobs they know and have experienced either for pay or as hobbies.

2. Members tell what jobs come to mind from a series of projective pictures.
3. Members study the Job Information book.

Phase III

1. Job demands are presented as interests and skills in working with:
   - a) Numbers
   - b) Memory
   - c) Records
   - d) Tools and Machines
   - e) Elements
   - f) Design
   - g) Finger Manipulation
   - h) Directing Other Workers
   - i) Selling
   - j) Personal Supportive Relationships
2. Members identify with the interest-skills and satisfaction areas through recall of past experiences in work or leisure time. They select those areas most and least important to them and attempt to attach job names from the inventory which they feel are important in this respect.
3. Job satisfactions are considered as:
   - a) Teamwork
   - b) Craftwork
   - c) Money
   - d) Leadership
   - e) Prestige
   - f) Distant or Close Supervision

Phase IV

Gives attention to the expansion and the relating of one job to several others which are similar in job demands and satisfactions.

1. A feedback chair or "cool seat" is used as each member projects his impressions of the jobs he sees for every other member.

Phase V

Group members look at the appropriate next step.

1. Members have kept a log on current thinking throughout the various phases of the group. They now record very specifically on the Job Inventory Log what they intend to do to forward their goal.
2. Each member, in turn, relates his plan to the group and group members are asked to react with comments and suggestions.
3. At the close of the session, the leader takes one copy of the log for the file and future counseling contact.

PROGRAM EVALUATION

There were two objectives for data analysis:

1. the kind and degree of applicant gains achieved from the VEG program (experimental vs. control)
2. descriptive analysis for appraisal of the effectiveness for the pyramid training model

Applicant gains were appraised from an analysis of status change in employment and work training, employability perceptions, social alienation and dogmatism. Pyramid training was appraised through inspection of leader variance in effectiveness within states, leader characteristics compared with effectiveness, and through tabulation of reactions of attitude toward the VEG program.

Applicants who experienced the Vocational Exploration Group experienced significant changes over those who received only job interviews as well as those who received no treatment:

1. The experimental groups achieved twice as many new jobs.
2. They were higher in number for both work training entry and movement from work training to jobs.
3. They also gained in degree of employability perceptions as measured by the Employability Perceptions Inventory (EPI).
4. The experimental groups showed a reduction in social alienation perceptions.
5. The experimental groups showed decreased dogmatism.

The pyramid training model functioned with 98% of the expected yield for trainer-assistants and group leaders across the various states, and there is good reason to consider favorable experimental-control group sampling. The groups were of similar quantity, and a multivariate analysis of individual treatment and control groups proved to be significant for only 20% of the cases. There was considerable variance among leaders within a given state; however, when leader groups were compared irrespective of experimental-control placement, the variance proved to be significant for over 40% of the cases. Some leaders were apparently very effective and others much the opposite: a condition highly conducive for more than normal differential service to applicants and a potential source for depressing the stronger comparative research findings as data from both strong and weak leaders are combined.

Reactions from trainers and leaders were highly favorable to VEG. There were five questions asking for opinions with respect to helpfulness in working with applicants, enjoyment from conducting VE groups, adequacy of training, and whether or not it may be helpful and manageable for the Employment Service. There was 97% return, and from this 85% responded favorably.

ANALYSIS OF OUTCOMES

When selected personal-situational characteristics of leaders were observed for potential relationships to leader efficiency, some rather interesting conclusions evolved. A strong formal background in psychology did not accompany leader efficiency in producing the gains VEG offered to members, and neither did the background of university-type counseling practicum or the achievement of the Master's degree. In fact, there was counter indication, with the higher degree of effectiveness stemming from the undergraduate degree, only brief introduction to formal psychology, and the operating title of community worker or coach.

The analysis for this concern was not extensive, and the data was very brief and from smaller-sized samples. Hence, more careful work with larger numbers needs to be done. However, the tendency for a pattern of behavior appeared to emerge from this study.

VEG appears to be a method helpful to community workers as they spread service and contribute to the counseling readiness of applicants. The program is highly structured. The experienced therapist may well find this too confining and restricting, and may tend to depart from the program sequence, thus losing some of the potential effect. For the inexperienced leader, however, unstructured groups can be disturbing;

he finds the VEG effective by its structured direction for tasks. One important aspect in this regard is that neither worker or group apparently finds VEG overly threatening or overly boring. Trainers and leaders report favorable reactions concerning their own personal management. The program may have utilized the more powerful group techniques and yet succeeded in the necessary built-in cautions against their misuse. This was the intent of VEG.

The VEG program gives certification to trainers and leaders upon their completion of training. Trainers are prepared directly through the initial effects of modeling, and only these trainers have prepared leaders. Findings from this study suggest that an additional layer to the training pyramid may be indicated, that increased "spread" can be introduced in this way without impairment to leader effectiveness. Among the various states, leaders were trained from both pyramid layers, and all leaders gained higher experimental means than controls for all variables; this occurred 156 times for each of 16 variables. The consistency of leader effectiveness, however, showed variability between pyramid layers. For leaders prepared directly by the trainer supervisor the consistency was 85%. For leaders prepared indirectly through trainer assistants, the consistency reduced sharply to 55%.

Consistency among leaders becomes important when one considers equality of service and program potential. If all leaders are doing well and there is still significant variance among them, it must mean that some are doing extremely well and that the potential exists for all leaders to achieve this potential level.

The program for training leaders is admittedly short and accomplished in two and one-half days. A longer pre-service training, however, may be unnecessary. When some of the leaders conducted five groups instead of one, there was no indication of significant differences. In-service periodic review seminars may be a consideration, however. Review seminars are relatively easily handled, and they allow continuing production of applicant service. Where service is of high quality and the issue is only improvement to potential, the in-service review model would seem quite appropriate. Trainers of trainers should meet at regular intervals with trainers, and these trainers should schedule regular meetings with leaders for review. It may be that these services should also be programmed using elements similar to the existing VEG leader and trainer schedules. These have, indeed, showed their effectiveness.

Summary of:

WORLD OF WORK IN AN ELEMENTARY SCHOOL

by Erma Evans, Principal
Rankin Elementary School
Carman School District
3475 Court Street
Flint, Michigan

ED 068 887

BACKGROUND:

Rankin School is one of nine elementary schools (K-6) of the Carman School District of Flint, Michigan. The school, which has 11 regular classroom teachers, is in a rural non-farm community; most of the 350 students live in five neighborhood developments. Family incomes are at or above the national average and parents are interested in good educational experiences for their children. Although some parents are professionals, most are blue-collar employees of the automobile industry. There are only one or two families who might be considered "poor."

During the year prior to the World of Work program, the staff at Rankin had been conjecturing about what could be done in their particular school situation that would be different, exciting and provide a good learning experience for the children. They wanted an enrichment program of interest to all ages, and most important of all, that would give children choices of areas they would like to explore.

When the suggestion was offered of the possibility for collaboration with the Genesee Area Skill Center in a Careers or World of Work oriented program, they felt they had "hit the jack-pot." All pieces seemed to "fall into place." The entire school--students, faculty, custodians, cooks, bus drivers, principal and secretary were caught up in the excitement of the program.

OBJECTIVES:

1. The most important goal of the total program, of each teacher, of each World of Work class, was to provide "hands-on" activities for every student in the different occupation classes.
2. A second objective was to bring an early and new awareness of the many areas for careers and gainful employment as opposed to the limited, traditional ones usually thought of such as doctor, lawyer, teacher, fireman, policeman, etc.
3. A personal goal of each teacher was to help the individual student find outlets for his imagination, creativity, dreams, and his own personal uniqueness as he prepares to participate in a career.

The objectives and goals which the Rankin School staff tried to develop in its program are in line with planning by the Michigan State Department of Education which is encouraging schools to provide all students with a salable skill upon completion of high school. Goal Three from Common Goals of Michigan Education states that, "In addition, each individual should be exposed, as early and as fully as possible, to the adult working world and to such adult values as will enable more thoughtful and meaningful decisions as to career choices and preparation."

GENERAL FORMAT:

Pre-Planning

1. The school staff met with Genesee Area Skill Center personnel to discuss curriculum development.
   a) Several teachers chose an occupation or career to explore with their classes
   b) As teachers chose a particular field of work, they were assigned a skill center staff member to work with them
   c) Also, two or more skill center students were carefully selected by skill center instructors to work with each elementary school

teacher. They were excused from their regular work at the skill center to come to the elementary school for the ten sessions as the experts in the World of Work classes. They helped develop lessons and prepare materials for the lessons. In return, working at Rankin gave the skill center students a feeling of success and worthiness. Also, another experience was added to their work record which was helpful when they made applications for employment.

2. Each teacher had to "learn" how to work in an occupational area. This was an individual "in-service" effort for each teacher, and much of it was done on the teacher's free time.

Organization of World of Work Classes

1. When teachers (using substitute itinerant teachers, the librarian, and the principal to reduce class size) had determined the content to be included in their "new" class, a sheet was sent home listing the classes with a short statement describing what each would offer.
   a) Children were instructed to go over these with their parents and decide on first, second, and third choices for the program.
   b) After the selections were tallied, 80% of the students were placed in their first choices. Children from all grade levels were in most of the classes. (Cosmetology, Audio-Visual, and Small Engines were taught only to the upper grade levels.)
2. Classes were held Tuesday and Thursday afternoons beginning at 12:30 p.m. for a five week period. Children left their regular classrooms and scattered all about the school to go to their World of Work teachers. Among World of Work classes given were the following:
   a) Horticulture--students went to a nursery to help a nurseryman with his tasks.
   b) Cosmetology--students shampooed hair, curled each other's hair, gave manicures, and learned about good grooming.
   c) Small Engines Operation--small groups of two or three students each worked with engines, taking them apart and putting them back together again.
   d) Floral Design (See Appendix for a sample outline of philosophy, objectives, skills, and bibliography)--fresh flowers were used to make corsages and other floral arrangements.
   e) Electronics--using male and female plugs, students made extension cords and used electronic equipment to test them for safety.
   f) Audio-visual--students learned how to operate all school machines and were called upon to show films, slides, etc. for special events. They also produced materials such as film strips, tapes, and books for use in the instructional media center.
   g) House Building--students worked with blueprints, drawing to scale, "putting in" doors and windows, and actually used specifications in making cardboard houses.

h) Typing--In one typing class family typewriters were used; in the other, ten typewriters on loan from a local dealer were used. In order to get as much use as possible out of the typewriters while they were in the building, a time was "built-in" to the regular classroom programs when students were scheduled to be in the typing room for daily supervised practice sessions.

i) Nursing--classes worked with the Health Occupations groups at the skill center, besides the activities in the World of Work class at their school. They got a real idea of what nursing was at the skill center where actual hospital rooms were set up.

j) Wood Working--students used various carpentry tools and materials to build bookcases and shelves for school rooms.

k) Journalism--students wrote for a school paper.

l) Graphic Arts--students published the paper, using many of the facilities of the skill center.

m) Knitting--students made scarves, belts, and purses.

n) Ceramics--students used slip, molds, glazes, and a kiln for firing their products.

o) Embroidery

p) Weaving

Perhaps the last four classes were more hobby oriented than occupational. However, it was felt that children were delighted with the work they did, and hobbies can often lead to lifetime occupations.

3. A Look at Work Careers class was given.

a) Here students developed an awareness of the duties and importance of occupations closest to them--school cooks, custodians, and secretary. They then explored some of the occupations in the neighborhood with visits to the local grocer, a radio transmitting station, a carpentry shop, a farm, and a garden center. Next they went to a small town nearby and finally visited a big city. They compared the numbers of choices of occupational areas that can be found in each of the three types of communities and the number of workers in each occupation. They discovered the inter-dependence of these occupations.

b) Correlations with the three R's: students held discussions with other students in regular classes--teachers asked thought-provoking questions about students' likes, dislikes, strengths, and abilities.

4. A World of Work Fair was held in the evening of the last day of the program. Guests visited in all World of Work classrooms where students were actually working, demonstrating, and displaying their skills.

Future Plans for Career Education at Rankin

1. At least one session similar to the first World of Work program is planned for each year. At the end of the elementary school experiences, a student will have had at least six choices of areas with directed explorations of occupations.
2. Students will also be strongly encouraged, especially in the upper grades to:
   a) do individual, in-depth research into other occupations.
   b) share this research in the regular classrooms.
   c) arrange to spend at least one school day away from the school actually working on the job.

Rankin teachers are confident that they can continue teaching occupational skills when assistance from the skill center is no longer available. Several parents and others from the business and industry communities expressed willingness to assist with their next session.

PROGRAM EVALUATION AND ANALYSIS OF OUTCOMES:

No formal evaluation of the World of Work program was carried out, but the authors felt that the program was an evident success and that it generated tremendous interest and enthusiasm.

RECOMMENDATIONS FOR ADOPTION AND START-UP

1. Money should not be a factor in the decision to start this program. Less than $60.00 from Rankin's school treasury was spent. Federal funds are available for these types of programs, but it is not necessary to wait for funding to implement a good program.
2. The only really vital factor for any school wanting to implement a Careers program is just one enthusiastic teacher or several teachers at one grade level. Although the entire school was involved from the start of the program at Rankin, the author feels that this is not absolutely necessary as excitement from this type of activity will spread to other teachers and to other grade levels.
3. In-service training is necessary.

APPENDIX

Floral Design Class

A. Philosophy

The need to provide meaningful educational experiences for all students is becoming more obvious as the complexity of occupations within industry and business increases.

This project is designed to give the student "learning by doing" experiences and to make the student aware of the concept of work as it relates to income producing activities.

B. Course objectives

1. To develop group understanding of the art of flower arranging.
2. To describe the qualities of good containers and holders.
3. To teach the basic principles of balance and stability.
4. To teach mechanics of corsage making.
5. To have each student complete a corsage.
6. To teach mechanics of tissue paper flower arranging.
7. To have each student complete a tissue paper flower arrangement.
8. To take a field trip to a flower shop.
9. To have each student complete a vertical or horizontal flower arrangement using fresh flowers.
10. To encourage students to exhibit their floral arrangements.

C. Basic Skills to be developed

1. Develop orderliness through a systematic process by using a step-by-step procedure.
2. To develop the ability to complete a project.
3. To develop the ability to listen to and follow directions and follow a plan.
4. To develop the ability to work in a group with other students.
5. To develop the ability to share ideas.
6. To develop the ability to arrange flowers in a systematic order.
7. To develop the ability to use small pruning shears.
8. To develop the ability to use florists tapes and wire.
9. To develop the ability to use florists clay.
10. To develop the ability to use spray paint.
11. To develop an awareness of the floriculture profession.
12. To develop the knowledge of colors as they relate to flower arranging.

D. Materials needed

1. Three small pruning shears.
2. Two sharp knives.
3. Three half inch rolls of florist tape.
4. Twenty pieces of number 18 florist wire.
5. Twenty pieces of number 22 florist wire.
6. Twenty pieces of number 26 florist wire.
7. Five pair scissors.
8. Three rolls of half inch scotch tape.
9. Oasis - fifteen blocks.
10. Tissue paper.
11. Florist tissue paper.
12. Corsage pins (twenty).
13. Fresh flowers.
14. Ribbon for corsage bows, eighty feet, half or three-fourths inch ribbon.
15. Three cans spray paint.

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Squires - The Art of Drying Plants and Flowers

F. Course Outline

First Week	Basic Arranging
February 22	Bring containers to be used in flower arranging Spray paint containers Watch film: Why Father Works

February 24	Demonstration of flower arranging and explanation of basic principles in flower arranging. Arrange fresh flowers in containers.
Second Week	Corsage Making
February 29	Make bows for corsages
March 2	Wire and tape flowers Complete corsages
Third Week	Tissue Paper Flowers
March 7	Demonstrate tissue paper flower making. Students will prepare the tissue paper flowers.
March 9	Continue and complete tissue paper flowers. Arrange flowers.
Fourth Week	Ribbon Flowers
March 14	Make ribbon flowers
March 16	Arrange ribbon flowers
Fifth Week	
March 21	Field trip to Skill Center
March 23	Make arrangements for exhibit. Exhibit floral arrangements at World of Work Fair.

A Summary of:

CAREER AWARENESS PROGRAM: FRUTH ELEMENTARY SCHOOL, 1972-1973

Kanawha County Schools
Charleston, West Virginia

Prepared by

Julia Kelly, Project CARE Counselor
Carol Gaujot, Fruth School Counselor

ED 083 512

BACKGROUND

Ten of the twelve teachers at Fruth Elementary School implemented a Career Education program in their classrooms in grades K-6. The program involved incorporating a phase of the world of work into the regular school curriculum.

Some students and teachers from the Career Education Technical Center, as well as several agency personnel, were utilized in the program.

OBJECTIVES

General

1. To make the children aware of the world of work.
2. To make the children realize that all work is worthwhile and worth doing well.

Specific

1. To give second grade students an appreciation for and an awareness of the careers of persons with whom they have much contact.
2. To give sixth grade students an awareness of careers connected with TV and radio.

GENERAL FORMAT

Program Kick-off--The program was started by a school assembly which included a slide program--"Parents at Work"--work songs by one of the third grades, and, "I Want to Be" by a group of students.

Following this a poster contest for grades 4-6 was organized around the themes of Careers, the World of Work, and "I Want to Be." All semi-finalists had their posters displayed, and three finalists were selected by a panel of judges on the basis of creativity and effective communication of a message to the public.

Areas of Concentration for Different Grade Levels

K--Family workers: city workers
1 --Community helpers
2 --Store workers and workers with whom we come in contact
3 --Hospital workers
3&4--Coal-Chemical-Food industries
4 --City workers
5 --Banking careers
6 --Radio and T. V. industry
Special Education--Construction workers

Some Activities of Individual Classes by Grade Level

Kindergarten--City Workers--Students built a miniature village of construction paper. Workers were made of straw puppets or clothes pin puppets, and buildings (such as school, bank, church, garage, telephone company, etc.) were put in the sandbox village.

1. Activities and Learning Skills
   - a) Identification of words (Example: pilot, what he does)
   - b) Purchase of imaginary food at supermarket
   - c) Purchase of stamps with pretend money and mailing a letter at the post office.

2. Resource Persons and Materials
   - a) Mailman
   - b) SVE films
     - I. Community Workers
     - II. Family Helpers
     - III. Supermarket
   - c) SVE teaching pictures

3. Field Trips
   - a) Visit to a supermarket
   - b) Visit post office

Second Level--Post Office Careers--The class constructed a post office front where stamps were bought, letters were mailed, stamps were cancelled, etc. Large mailboxes were set up, and individual mailboxes were made of shoe boxes.

1. Activities and Learning Skills
   a) Letter writing
   b) Addressing envelopes
   c) Understanding zip codes
   d) Studying maps
   e) Learning about services of post office
   f) Studying history of flag
   g) Cancelling stamps
   h) Drawing flag
   i) Role playing post office workers
   j) Writing and reading stories about history of post office and pony express
   k) Making, buying, selling stamps
   l) Spelling related words
   m) Learning mail cycle by role playing truck, train, airplane
   n) Wrapping packages for parcel post

2. Resource Persons and Materials
   a) SVE teaching posters
   b) The postman, after visiting with students, mailed each student a self-addressed card. Each one had an encouraging remark on it.
   c) Public relations person from large-city post office
   d) Zip code posters, stickers, real postman's bag, decals, and other posters were furnished by post office

3. Field Trips
   a) Public library to borrow books on post office
   b) Post Office

Second Level--Store Careers and Allied Occupations--The class set up a grocery store with all types of food, cash register, produce department, fresh vegetables and fruits, meats, shopping carts, signs, etc. Policy was to please the customer. Every 25th person served received a prize.

1. Activities and Learning Skills
   a) Meal Planning with proper foods
   b) Tasting parties--dairy products, fruits, and vegetables
   c) Earning money by selling donuts, punch, pencils, orange

juice, and cookies from store. Students contributed to cost of a well-planned breakfast to which two other classes were invited.

d) Using cash register; making change
e) Using sign press
f) Dressing mannequins
g) Observing machine operations and packaging on trips
h) Spelling words related to store items
i) Discriminating between types of meat and their animal origin
j) Language Arts activities:
    I. Thank-you notes
    II. Invitations
    III. Creative writing
    IV. Poetry
    V. Rhyming Words
k) Role playing guessing game
l) Art
    I. Drawing fruits and vegetables
    II. Drawing supermarket helpers
m) Making up reasoning word problems
n) Learning buying, selling, and advertising skills
o) Role playing different jobs
p) Planning a budget

2. Resource Persons and Materials
    a) A State Department nutritionist spoke about health
    b) A County 4-H Extension Agent prepared a breakfast
    c) A fireman told about fire prevention and safety in stores
    d) A postman talked about signs and the importance of good printing
    e) A cafeteria employee told about that job
    f) A local store furnished carts, cash registers, check-out counter, posters, and food stamper
    g) Another store furnished meat models
    h) A company furnished pictures
    i) Parents and students furnished foam rubber and wax wrappers for bread, empty cans, cartons, and plastic fruits

3. Field Trips, Films, and Records
    a) Career and Technical Education Center
    b) Adult Education Center
    c) Sunbeam Bakery
    d) Post office
    e) Hospital
    f) SVE Teaching Pictures, Supermarket Workers

- g) SVE Films, Supermarket Workers and Dairy Workers
- h) Books
- i) Film--How Bread is Made
- j) Records of Work Songs

Third Level--Hospital Careers--A hospital front was constructed with several partitions by students and donors. The following sections and equipment were used:

Pediatrics--bathinette, rocker, doll beds, dolls, powder, soap, etc., baby bottles, food, diapers, cradle, blankets
Emergency--cot, blankets, thermometer, stethoscope, band-aids, alcohol
Office area--desk, typewriter
Surgery--intravenous feeding equipment, operating table
X-ray--filmstrip projector
Restroom--babies' pot, commode

1. Activities and Learning Skills
   - a) How and Why--demonstrated by parent-nurse
     - I. Casts were used
     - II. Heartbeat is checked
     - III. Intravenous feeding is accomplished
     - IV. Shots are given
     - V. Blood pressure is checked
     - VI. Blood tests are made
   - b) Pediatrics nurse explained how to clean, feed, and dress babies
   - c) Dictionary study of medical terms
   - d) Role playing told what a doctor should know and do
   - e) Each child role-played a hospital worker in the play hospital, i.e., candy stripers, nurses, ambulance drivers, lab technicians, pediatricians, surgeons, X-ray technicians, doctors, secretaries, guards, and patients.

2. Resource Persons and Materials
   - a) Parent-nurse demonstrated medical procedures
   - b) Personnel Director of large hospital gave slide presentation
   - c) Pediatrician visited
   - d) EENT doctor visited
   - e) I Want to Be books
   - f) SVE pictures of hospital workers

3. Field Trips to the large hospital

Fourth Level--Awareness of Careers in General

1. Activities and Learning Skills
   - a) Magazine pictures of careers
   - b) Creative stories
   - c) Puppet shows (Example: Little boy who didn't obey parents cut himself, and went to hospital. He encountered many persons who aided him: ambulance driver, doctor, nurse, X-ray technician, etc.)
   - d) Discussion and role playing of parents' jobs
   - e) Learning simple drafting skills
   - f) Learning to arrange flowers, to set and cultivate plants
   - g) Participating in all-school program by singing and playing work songs

2. Resource Persons and Materials
   - a) *I Want to Be* books
   - b) SVE filmstrips on coal mines and food
   - c) Music instructor

3. Field Trips
   - a) Bakery
   - b) Newspaper agency
   - c) Post Office

Sixth Level--Careers in Television--Completed actual 40-minute television show which was taped

1. Activities and Learning Skills
   - a) Increase discriminatory television watching
   - b) Pantomime careers and video-taped same
   - c) Produce 40-minute television show

2. Resource Persons and Materials
   - a) Media specialist
   - b) Students, electronics department
   - c) Television crew
   - d) Sound filmstrip, SVE "Careers in TV"
   - e) Clothes for style show furnished by local department store

3. Field Trip to a beauty school

Special Education--Home Building

1. Activities and Learning Skills
   - a) Each student builds and finishes a bird feeder
   - b) Build two model homes

- c) Make furniture of styrofoam, cardboard, bottle lids, etc., to furnish houses
- d) Wire house
- e) Watch birds use feeder
- f) Write a story--"If I were _______"
- g) Measure
- h) Draw blueprints
- i) Learn to use basic hand tools

2. Resource Persons and Materials
   - a) Students from local school of Electricity and Building Construction
   - b) Working Together, "People Who Make our Homes," Follett Publishing Company
   - c) Slide presentation--Hands That Built America by Homebuilders of America
   - d) SVE Series "Homes We Live In"

3. Field Trip to local Career and Technical Education Center

Career Day

A career day for intermediate students was held to culminute the career awareness units. There were speakers on the following careers: banking, librarianship, health, cosmetology, veterinarian, horticulture, television, fireman, policeman, sports, drafting, distributive education, electrician, construction, business education, and teaching.

Tours

1. Twenty second-graders visited a Distributive Education class. They received hands-on experiences in operating the cash register, stocking shelves, display, dressing mannequins, sign press machine, and selling merchance. This tour was video-taped and pictures were taken. Back at school the students set up their own store.

2. The Special Education Class visited the Career and Technical Education Center. At the school they visited the general maintenance shop, constructed and shellacked pre-cut bird feeders, saw a film about building construction, toured the facility, and discussed safety.

3. Adult Education Center

4. Bakery

5. Newspaper Agency corporation

6. Fruit market

7. Fish market

8. Hospital

Closing Assembly

A slide documentary of the career education units that had been undertaken was shown. This included slides of resource persons' visits, students' parents at work, activities occurring during the career awareness units, tours, and Career Day.

PROGRAM EVALUATION AND ANALYSIS OF OUTCOMES

Career Day Evaluation

Both students and teachers filled out evaluation sheets; 100% of both groups felt Career Day was a worthwhile experience.

Learning Outcomes in Individual Classes (where included):

First Level

1. Students were more aware of importance of others
2. Interest in class work increased.

Second Level

1. Students enjoy going to the store more now.
2. Appreciation for workers developed.
3. Cooperation expanded.
4. Positive behavioral changes observed:
   a) Students work more diligently.
   b) Everyone is anxious to contribute.
   c) Each one assumes responsibility for doing his store-related job.
5. More positive self-images and greater self-pride were created with published newspaper articles and pictures, slide presentation, and television program.
6. Much improvement in writing noted, inspired by the postman's visit.

Third Level
1. Students related most learnings to hospital work.

Fourth Level
1. Improved self image and self esteem by participation as
    a) guides on Career Day
    b) aides to librarian in presenting puppet show
    c) participants in WMUL-TV program
    d) musicians in initial total school career program

Sixth Level
1. Improved self-image.
2. Group cooperation improved.
3. Hidden talents blossomed.
4. Satisfaction with and a sense of accomplishment with a job well done.

APPENDIX

Career Experiences Appropriate to Elementary Grades

1. Bring into the class people from the community who will be willing to talk to the students about the jobs they hold.

2. Ask students to interview their parents, then report what they do in their job. In this way students are taught interviewing techniques and the skills of oral communication.

3. Invite the parents to come to the class, bring in some of the tools of their trade, and talk about their trade.

4. The school is a great resource for occupational information. Invite the school workers to come in and talk about their jobs.

5. Encourage students to dream about what they would like to do as an adult. Have them pantomime a job and let other students guess who they are or what they are doing.

6. Ask students in the upper grades who have interesting hobbies to explain them to your children. Perhaps go a step further and relate different occupations to those hobbies.

7. Upper grade children who have part-time jobs, such as paper routes, baby-sitting, and yard work can explain the satisfactions they get from their jobs, what they dislike about their jobs, and how they spend their money.

8. Have discussions in the classroom about the importance of all kinds of jobs and how they relate to society.

9. Accentuate the skills of the child, how he can develop his skills, and how skills are related to occupations.

10. Have students draw something about occupations they are familiar with and describe the meaning of their drawings.

11. Have the students work on a newspaper and follow up with a trip to the newspaper agency.

Silver Burdett Series

WORK SONGS

Level 1

Up She Rises 67
Sawing Firewood 68
Savez-vous planter des choux? (Planting Cabbage) 90
Oats, Peas, Beans 110
Bling, Blang 112

Level 2

Sandy Land 5
Cotton Needs Pickin 6
The Carpenter 22
Old House 24
Here Comes the Road 25
Long Star Trail 107
Il etait une bergere 109
Sheep Shearing 110
On a Monday Morning 114
The Little Boy of the Sheet 112
The Cook 127
Give Us Permission 129
The Sandy Boy 131
The Crawfish Man 139

Level 3

Good Morning Ladies All 4
Hurrah the Post is Here 6
One Man Shall Mow My Meadow 12
Sheep Shearing 14
Night Herding Song 19
Sandy Land 41
Goin Down the River 76
El Zapatero (The Shoemaker) 84
The Old Man in the Wood 113
Chicka Manka 132
Down at the Station 133
Hold On 145

Level 4

The Journeyman's Song 14
Git Along Little Dogies 24
My Aunt Jane (The Wee Shop) 30
Away Rio 36
The Sailor Fireman 37
San Sereni (A Song About Occupations) 41
Who'll Buy My Fruit 54
Chicago Street Cries 55
I've a Wagon 56
Johnny Lazybones 82
Rise and Stretch 83
La Tatara 93
El Payo (The Lazy Cowpoke) 94
Hello, Pretty Girls 96

Level 5

Handcart Song 4
The Rooster 5
Erie Canal 6
Down the River 8
Dogie Song 12
Pick a Bale O' Cotton 14
Drill, Ye Tarriers 15
Hammer Man 24
John Henry 25
Adieu to my Comrades (Farewell to Tarwathie) 29
Old Pline 30
Lots O' Fish in Bonavist' Harbor 32
Chairs to Mend 37
No One Knows 130
Tzena, tzena 112
At the Blacksmith 157
Hosanna 178
Olemuel 192
Blow the Man Down 10

Level 6

Cora, Fetch the Axes 28
Korobushka 31

Teaching Pictures (SVE)

Postal Helpers
Police Dept. Helpers
Neighborhood Friends and Helpers
School Friends and Helpers
A Family at Work and Play
Hospital Helpers
Supermarket Helpers
Dairy Helpers
Keeping the City Clean and Beautiful
Moving Goods for People in the City

Modern Workers (sets 1 & 2) Instructor Publications
Community Helpers -- Workers We Know

Filmstrips (SVE)

San Francisco -- Our City and Country
True Book Filmstrips of Social Studies (sets 1 & 2) post office, coal mine, etc.
Food, Clothing, and Shelter
Learning About Manners
Community Workers and Helpers
The Homes We Live In

Puppets
family
community helpers

A Summary of:

CAREER EDUCATION AS A TOTAL DELIVERY SYSTEM
Rhode Island Career Education Project

Orrin Laferte
State Project Director
Rhode Island State Department of Education

CG 007 954

BACKGROUND:

This paper describes an experimental model of a Career Education delivery system, the goal of which is to foster the development of a high level of student self-directive and decision making skills. The processes and activities are an amalgamation of techniques that have been tried and proven effective individually, but which had not before been put together as a total delivery system.

Survival in the modern world demands that first priority be given to the development of self-directive and decision making skills, with cognitive skill development and information-giving having secondary priority. The role of the school should be the provision of an action/experience space for the action-poor/information-rich child of today. Television and its technological relatives have proven to be superior to the modern school in the dissemination of information. It therefore seems inane that schools persist in seeing themselves as the student's window on information about the world--present, past, and future. For this reason, we must redefine our priorities in terms of what services we can effectively supply and what skills are most germane to individual survival. With this position in mind, the Rhode Island Career Education project is developing techniques and structures for fostering self-direction and decision making at each level.

OBJECTIVES:

Elementary:

Despite the philosophical discussion in the previous paragraphs about emerging priorities for schools, parents, teachers, administrators, and even students see elementary schools as the repository of the three "R's." Although educational television has broken the monopoly of the school on the teaching of basic skills, it has yet to assume the teaching of a sufficiently significant portion of these skills to be given primary responsibility. For the present, therefore, three parallel general goals exist at the elementary level. These are:

1. Development of basic skills in
    a. reading
    b. communications
    c. math
2. Development of an as yet undefined level of self-direction and decision making capability
3. Development of an awareness of the general characteristics of careers

Secondary

Traditionally, as students move upward in the system, the emphasis on basic skills wanes and the school increasingly assumes the role of information-giver. However, other modes of communication such as television, radio, magazines, and newspapers perform this function better than the school. To maintain, therefore, that the teaching of a certain quantity of science, social studies, and literary information is the primary function of the school is senseless.

Another area of focus in the traditional secondary school is the learning of not-so-basic skills such as foreign languages, typing, other business subjects, and, in some cases, higher math. In offering this service, too, the school runs a poor second to correspondence courses and private business and technical training institutes which specialize in training in those skills. Therefore, the goals of the system at the secondary level should be:

1. Primarily--to continue the development of individual self-direction and decision making
2. Secondarily--to provide a source of information and skills

GENERAL FORMAT

Elementary

1. Open classroom organized with several occupationally-oriented interest centers--See model of classroom in Appendix.
   a. Daily exposure to interest areas and hands-on career related activities
      1) In the lower grades interest areas are undifferentiated-manipulative activities with high interest but low levels of content
      2) At the upper elementary level interest centers must have high levels of content from the beginning
   b. Voluntary choice of interest centers and of activities by the children. This helps them develop the ability to direct their own lives

2. Field trips in small and large groups

3. Community resource people in classroom

4. Small ad hoc groups of students from the interest centers drawn out for special work on skill building in phonics, numbers, etc.

After the interest centers have developed and teacher competencies in their use have increased, the centers themselves become more content oriented and can be used to teach skills as well as career awareness and self-direction.

Secondary

Schedule:

1. Group leaders are trained--the number of leaders should reflect the existing student/teacher ratio.
2. Each teacher is given time and resources in which to develop project-type activities that relate careers or other real world experiences to the subject matter area.
3. Each teacher is assigned to approximately 30 students as their educational resource planner (or group leader). He or she does the following:
    a. helps each student deal with behavioral and developmental problems.
    b. trains the group in decision making in relation to careers and to general life decisions.
4. Each student with his leader:
    a. chooses an occupational cluster (example; Public Service).
    b. contracts for activities in a number of different discipline areas relating to the cluster (example: a science project for a student who has chosen Public Service could be to set up a pictorial display to show how water is purified).
5. Contracts become increasingly more flexible.
    a. initial ones should include activities to be performed completely in classrooms in accordance with student schedules.
    b. additional contracts should allow some freedom of activity within the school.
    c. as activities and behaviors warrant additional freedom, negotiation for activities outside of school contracts involve student during school hours on an increasingly liberal schedule.

Mechanics:

1. During step 2 the teachers develop a deck of file cards classified by career clusters. A sample activity card would resemble this:

Activity Card

Area: Science
Activity: #68
Cluster: Public Service
Set up a pictorial display to show how water is purified.

   a. Ten to 15 cards are developed for each cluster by each teacher for his content area, with numbers assigned to each activity.
   b. The deck of cards is duplicated so that each group leader can have the total deck. This activity deck then becomes the basis for contracting.
2. A contract sheet (see Appendix) is designed which allows the student to list:
   a. Tentative career decision
   b. Cluster to which the career belongs
   c. The numbers of activities he has chosen to perform from sorting through the deck.
3. Two copies of the contract are given to the group leader, who, after a short negotiation period:
   a. Insures the suitability of activities in relation to the goal.
   b. Lists special performance conditions on the contract.
4. Both student and group leader sign the contract.
   a. One copy remains in the group leader's file.
   b. The student retains the second copy which he brings to his subject area teachers.
5. The subject area teacher checks the activity number, finds the card in his own deck, and starts the activity process. At this point the minimum acceptable level of performance is established.
   a. Activity cards do not list performance criteria and the group leader's negotiations do not include this area except when included under special requirements or limitations.
   b. A time limit is seldom attached to the activity but at first some sort of time recommendation is necessary to insure that the activity will be completed in a reasonable length of time.
6. When an activity is finished, the student completes an individual activity feedback sheet (see Appendix).
   a. The teacher then designates on the contract sheet the grade attained on the activity and comments on the student's performance in terms of work habits and attitudes.

b. One copy of this goes into the teacher's records for final grading purposes, and one copy is returned to the group leader's file to be attached to the original contract.

7. When all the activities on a contract are completed, the student files his copy of the contract in his folder with his own evaluation of the activities.

Community Placement

The community placement component of the project is integral to its success. The East Providence Project hired a placement officer who had had extensive experience in the business community. He was asked to set up a network of community-based experiences of several types:

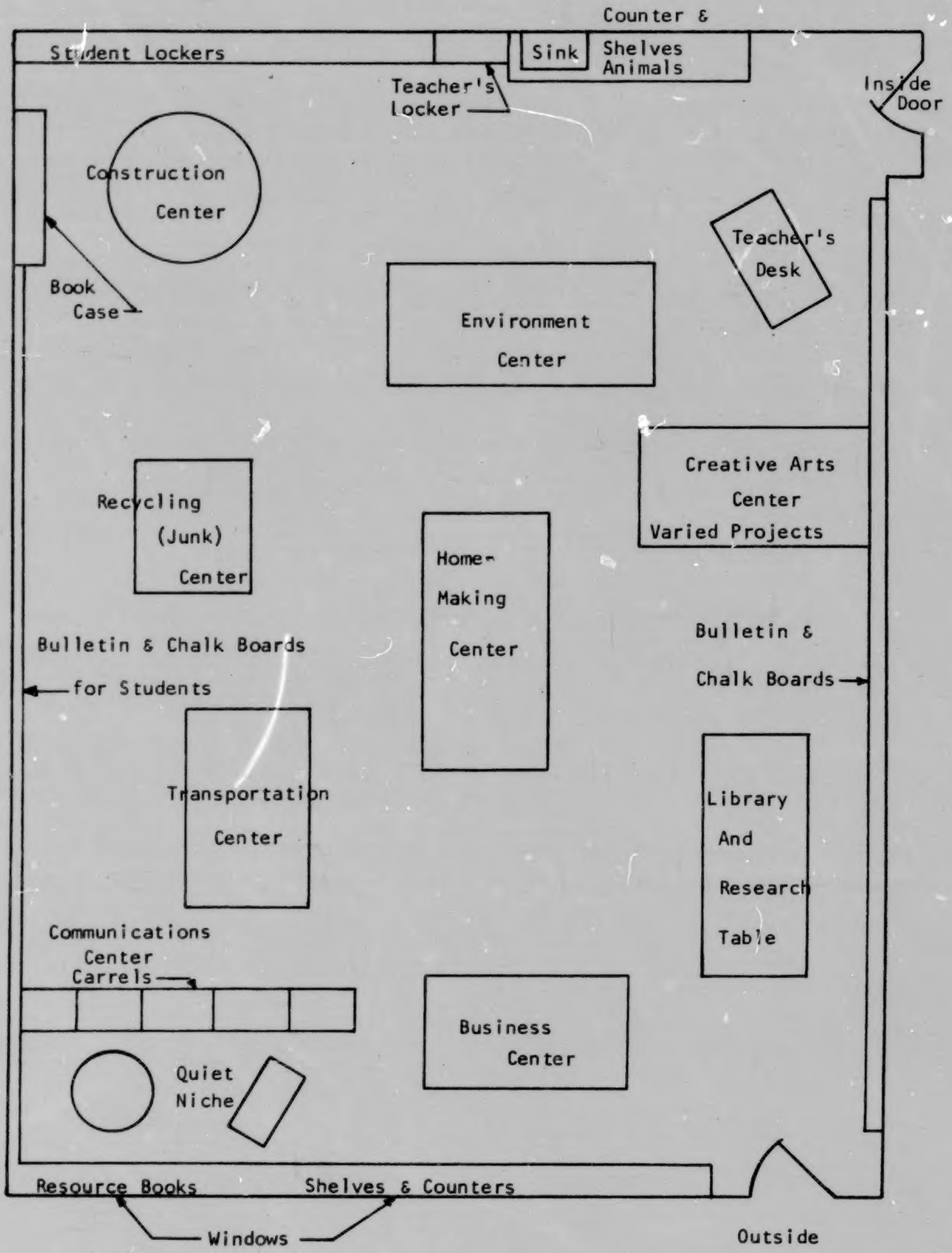
1. Group field tripst of a short term exploratory nature
2. Individual field trips for short specific exploratory activities (one to three hours)
3. Individual field trips of slightly longer duration for research purposes (one day to three days)
4. Individual field trips of one to two weeks for purposes of major occupational research projects
5. Cooperative work experience positions for those students who have arrived at a fairly solid decision about their career goal

Problems with the System and Recommendations for Dealing with Them

1. Teachers must learn to deal with initial classroom bedlam. As the students assume responsibility for contracting, both the bedlam and the teacher's anxiety level subside.
2. Hyperactive student behavior arising from the shock of the new freedom must be changed by:
   a. Influence of role models of the more mature students who take contracting seriously.
   b. The reinforcing effect of the increasingly flexible contracts given to those students who perform their activities responsibly. Each subsequent contract should act as a reward for responsible behavior.

The authors caution that anyone experimenting with this system or a similar one must have patience. Because students are skeptical of school and of innovations, they will be suspicious until the system, in the form of the teachers, proves that it is not out to use or abuse them as they may have seen the traditional system doing.

MODEL
SELF-CONTAINED
CLASSROOM
CAREER EDUCATION



Counter &
Student Lockers
Sink
Shelves
Animals
Teacher's
Locker
Inside
Door
Construction
Center
Book
Case
Teacher's
Desk
Environment
Center
Creative Arts
Center
Varied Projects
Recycling
(Junk)
Center
Home-
Making
Center
Bulletin & Chalk Boards
for Students
Bulletin &
Chalk Boards
Transportation
Center
Library
And
Research
Table
Communications
Center
Carrels
Business
Center
Quiet
Niche
Resource Books
Shelves & Counters
Windows
Outside

EAST PROVIDENCE CAREER EDUCATION PROJECT

Student Contract Sheet

NAME: ______________________________ DATE: __________

DECISION: ______________________________

CLUSTER: ______________________ CONTRACT #: __________

AREA	ACTIVITY NUMBER (S)	COMPLETION DATE	EVALUATION
English			
Home Economics			
Industrial Arts			
Mathematics			
Science			
Social Studies			
Business			
Art			
Physical Education			

SPECIAL REQUIREMENTS OR LIMITATIONS:

Student's Signature ______________

Group Leader's Signature ______________

EAST PROVIDENCE CAREER EDUCATION PROJECT

Individual Activity

Feedback Form

NAME: ______________________ Completion Date: ____________

DECISION: ____________________ Contract #: ________________

CLUSTER: ____________________

AREA	ACTIVITY NUMBER	DESIGNATION

Comments:

Student's Signature ________________

Instructor's Signature ________________

A Summary of:

OCCUPATIONAL AWARENESS IN THE URBAN MIDDLE SCHOOL
A VOCATIONAL GUIDANCE INSTITUTE
September 1969 to May 1970

Sponsored by the
National Alliance of Businessmen
U.S. Department of Labor
New York City Vocational Guidance Committee

In Cooperation with
School District 7, Bronx, New York

ED 060 481

BACKGROUND:

In today's complex urban society, the concept of occupational guidance at the high school level is one that is ineffective if it appears for the first time at that level. To have significant impact, occupational guidance must be a service that occurs developmentally, beginning at an early age and continuing until children are ready for the world of work. Programs starting any later are too late for meaningful impact in terms of motivation, educational choice, attitude development and compensatory education.

Occupational guidance should be not limited to the guidance office, but should be the total school curriculum. Counselors and teachers must become partners in working toward the goal of preparing urban youth for effective lives, after leaving the school setting of the school.

The role of the counselor and teacher must become a positive role, focusing on planning and action rather than on causes of behavior. Both counselor and teacher must have an awareness of occupational opportunities in order to inform parents and pupils of the opportunities available in the economic arena. In addition, they must be able to utilize the resources being offered by business and industry.

The school, the university and business have long been cognizant of the above. The teacher is eager to educate children as broadly as possible, but lacks opportunity for learning either facts concerning the world of work or techniques for translating these facts into the classroom setting. The counselor is also lacking in factual information and in the opportunity to provide specific help for interested teachers. School administrators often feel that this is material that should have been covered in training programs in the university.

In business, personnel officers are eager to share knowledge, but do not always have easy access to school personnel or knowledge of curriculum or teaching techniques that would be useful to teachers and counselors.

In the university, educators do teach factual information, but this is often last year's information, not the here-and-now. Techniques evolve and curricular materials are discussed. However, the students in the university classroom come from diverse school settings, and when they return to their schools, they often find little opportunity for implementing the ideas they've learned. Without encouragement and followup, counselors and the teachers do not effect the ideas they have developed in the university setting.

Only by a concerted effort can the concept of occupational guidance in the urban middle school become a reality. The Vocational Guidance Institute in New York City, 1969-70, has made this effort. The Plans for Progress committee members were eager to have such an Institute in New York city. At the same time, School District 7 in the Bronx had an inner city student population that was very much in need of assistance. The leadership of the assistant director of The Bureau of Educational and Vocational Guidance, the district supervisor of guidance, and the district counselor initiated the liaison between businessmen, the school district, and Fordham University School of Education. Fordham displayed a commitment to find solutions to urban problems; and the three groups (business, school and university) formed a partnership. The national committee of Plans for Progress in Washington, D.C. financed half the cost of the institute, while the New York City Vocational Guidance Institute Committee provided the other half.

The focus was on working with teachers and counselors of younger children, coordinating efforts of teachers and counselors throughout the school year, and encouraging implementation in the classroom.

Fifteen teachers and fifteen counselors from the Bronx's District 7 participated. They were selected in September, 1969 by principals and supervisors on the basis of interest and professional responsibilities within the school. Fifteen teachers were selected from four middle schools. From these four schools, ten counselors were selected. The additional counselor participants were drawn from five elementary schools. This afforded an opportunity for communication between teachers and counselors in the middle schools and between counselors in the middle and elementary schools. As counselors assumed more responsibility, made more trips, and attended more seminars, they earned 6 graduate credits, while the teachers earned 3 graduate credits. The participants also received small stipends to cover travel costs incurred during the semester. The tuition costs were covered by the Institute budget and the graduate credits were applicable for salary increments or as an elective in the field of guidance and counseling.

The Institute consisted of seminars held at the university and in the school district, field trips to business and industry during the school day, and ongoing occupational guidance projects.

Administrators and supervisors were invited to attend all seminars in order to determine specific needs for promoting implementation in the schools. The principals of all the schools were extremely cooperative, enabling both counselors and teachers to leave during the school day so they could participate in the field trips. The real work was the active work participants did in their own settings--evolving techniques and materials, evaluating them, sharing them with others, and making final revisions. The teachers became guidance-oriented, while the counselors developed leadership responsibility in assisting teachers in the process of information-exploration with the middle school child.

OBJECTIVES:

The objectives of the course determined the overall organization of the Institute. The long-range objectives were to work with teachers and counselors throughout the year to improve or develop:

1. Knowledge of the world of work in the metropolitan area.
2. Knowledge of the needs of urban middle school children for "occupational awareness."
3. Factual information on resources provided by business and industry in terms of speakers, field trips, materials.
4. Sensitivity toward specific needs of minority groups within the urban setting, and the methods used by business-industry in implementing the total educational process within the school.
5. Specific techniques and materials for promoting occupational awareness in both the counseling and the classroom settings.
6. Skill in evaluating the effectiveness of the procedures developed for promoting occupational awareness.

7. Skill in communicating with university personnel and business-industry personnel in order to identify the specific tasks needed by the three groups to promote optimum career development of the urban middle school child.

GENERAL FORMAT:

I. University Seminars (10) held in two concentrated periods. Both teachers and counselor met three hours each day, October 6-10, and February 2-6. Topics included:
   - A. Needs of urban children as perceived by parents.
   - B. Needs of urban children as perceived by older youth.
   - C. Needs of urban children as perceived by business-industry.
   - D. Techniques for presenting information to the middle school child, theory and practice.
   - E. Techniques for motivating the middle school child, theory and practice.
   - F. Resources for information, particularly information already available by business and industry.
   - G. Techniques for integrating resource information into particular curricular areas.
   - H. Identification of projects for implementation of the above into the specific school setting.

II. Monthly Seminars--following the University seminars (i.e. November 7, December 5, January 9, March 13, April 10) in the School District office counselors met to discuss their role in coordinating the efforts of teachers and business-industry personnel in implementing the projects of occupational guidance.

III. Field Trips--made throughout the year to business and industry. The hosts usually met beforehand with school personnel to discuss what could and should be seen, as school personnel did not want "public relations" tours. See Appendix A (Guidelines for Hosts) and Appendix B (Guidelines for Participants). The teachers and the counselors usually went in different groups as the teachers were able to be away from school only half-days. Also, business preferred having smaller groups, rather than the total group of thirty participants. Field-trips were made to:
   - A. Equitable Life Insurance Company
   - B. New York Life Insurance Company
   - C. Chemical Bank
   - D. Western Electric
   - E. New York Telephone Company
   - F. Pfizer Company
   - G. National Broadcasting Company
   - H. Accurate Die Company

IV. Materials Evolving from Institute--Utilizing ideas, facts, and concepts obtained from seminars and field trips, participants evolved materials to be utilized in their particular schools to develop occupational awareness. These materials included plans for working with: individual children, groups of children, teachers, or an entire school. See samples of these activities in the Appendix.

PROGRAM EVALUATION:

The effectiveness of the 1969-70 Vocational Guidance Institute was evaluated in several ways.

First, what changes occurred in attitudes of the participants toward employment for minority youth? In pre- and post- tests, participants responded to 60 items regarding these attitudes.

Second, what ideas did the participants have at the conclusion of the Institute regarding solution of employment problems?

Third, how well did the Institute meet its overall objectives?

Finally, what did the participants think of the overall organization of the Institute? From this part of the evaluation, recommendations for future Institutes were made.

I. Attitudes Toward Employment for Minority Youth

To measure participants' attitudes before and after the Institute, an attitude scale was used that had been reported in the 1966 publication Evaluation: Vocational Guidance Institutes, pp. 33-38. This scale is reproduced in Appendix C.

It was important to identify significant changes in the attitudes not only of the 30 participants as a total group, but of each subgroup of 15 counselors and 15 teachers. Those items that changed a significantly from the beginning to the end of the Institute, either in one or both subgroups separately, are discussed below. The subgroups are assumed to be different due to past training and present role. Also, the counselor group received twice as much treatment (field trips and seminars) as the teachers. As there was no control group, however, changes that appear cannot be attributed to the Institute alone.

Question 1

"Given certain conditions, a person's character can change or be changed at any age."

This item appears related to the degree of optimism of a teacher or counselor concerning the effect either education or business could have on improving motivation of youth toward learning and working.

Both groups became more optimistic. However, the change in teachers was not considered significant.

Question 3

"Hope, opportunity, trust, and understanding are some of the basic factors which can induce character change."

The Institute encouraged the participants to offer hope, opportunity, trust and understanding to their students. Over the year, the total group became more optimistic about the effect these attitudes might have on their students.

Question 6

"If a person observes that his parents have poor work habits, he will probably have poor work habits."

The teachers had not significant change of attitude on this item although they tended to become somewhat non-optimistic. However, the counselors had a much larger change in attitude. The pre-institute attitude was optimistic, but this optimism decreased considerably by the end of the year. This could be interpreted as desired realism, in terms of the importance of parents in the total career development of the child, and the importance of the school in supplying adequate role models if motivating models are not present in the home.

Question 7

"It will be virtually impossible to substantially reduce minority unemployment in this country without large-scale social change."

There was no significant change in the counselors' attitudes on this item. The attitudes of teachers changed significantly, with an increasing feeling that large-scale social change is necessary. Perhaps counselors, by virtue of their training and role, were more aware of the impact of social conditions in unemployment. The introduction to the needs of business and industry may have had a great influence on teachers' attitudes.

Question 10

"More jobs can be created through the constructive use of economic and social activity."

The entire group's change of attitude on this item was significant. Both subgroups moved toward approval of the necessity of economic and social activity (although the teachers, both at the beginning and the end of the Institute, were less certain of this than the counselors). Again, perhaps the previous training and role of the counselors could account for this slight difference in relative position.

Question 15

"Existing organizations have not substantially reduced minority unemployment."

Both subgroups had attitude changes, but the directions of change were different. The teachers became more optimistic, but not significantly so, of the role organizations have played. The counselors moved toward a significantly less optimistic position. Perhaps their increased exposure to the world of work made them more aware of the complexity of the task of reducing minority unemployment, and how efforts, though well-meaning, sometimes have little effect.

Question 16

"In order for democracy to be successful, you must have social awareness in the middle class."

The participants, as a group, became more convinced that social awareness was necessary in the middle class.

Question 24

"A good counselor will intercede between the minority group student and authority figures."

While counselors became less convinced of their responsibility as an advocate, the teachers became increasingly certain that this should be the counselor role. The attitudes became more similar, however. At the end of the Institute, the counselors and teachers viewed the counselor role very much the same, both groups feeling the good counselor should, at times, intercede.

Question 25

"A good counselor never lets himself be manipulated by his client."

Counselors' attitudes toward manipulation by the student changed significantly. At the end of the Institute, they were more certain that the counselor should be strong enough to resist manipulation.

Question 26

"Successful counseling with minority group students will require more time and effort than with other students."

Teachers felt this item might be true at the beginning of the Institute while the counselors felt uncertain. Both subgroups became more certain of this by the end of the year, with the attitude change of the counselors significantly large. Perhaps the reality of the problems encountered in the world of work became more evident to the counselors, who realized that much more effort would be necessary to compensate for such factors as disadvantage, discrimination, lack of motivation and opportunity.

Question 30

"High school counselors have a big job to do with respect to the employment problems of minority youth."

Little change occurred counselors' attitude in this area. The teachers, however, changed significantly. Perhaps the teachers became aware, for the first time, of employment problems and the task ahead for their present middle school students upon reaching high school.

Question 31

"School counselors can apply the knowledge that they get from industry to the school situation."

Because a major focus of the Institute was to assist counselors in applying their learning to the school situation, it is logical that the counselors' response to this item would change significantly in a positive direction. It is difficult to ascertain why the teachers' responses did not change significantly; perhaps they were not very aware of the impact of knowledge of industry on counselors. A more meaningful item for the teachers would have been "School teachers can apply the knowledge..."

Question 36

"Counselors should be expected to teach some minority youth how to meet common social expectations."

Both teachers and counselors became significantly more certain that minority youth should be helped by counselors in the area of social expectations. Personnel managers in business and industry had emphasized the necessity for general social skills in new employees.

Question 44

"Although many people want to help minority youth, they become quickly discouraged."

The subgroup of teachers was less optimistic than counselors on this item at the beginning of the Institute. Furthermore, the teachers became more pessimistic while the counselors became slightly more optimistic. The teachers may have been alerted to the problems encountered in helping minority youth, but may not have spent enough time evolving practical ways of helping.

Question 46

"Most federal employment legislation has been enacted to help the extremely poor."

This topic was not covered specifically in the Institute. Nevertheless, the group as a whole, at the beginning of the Institute, believed this item to be possibly false. At the end of the Institute, after exposure to training programs in business and industry, the attitudes moved to a position of uncertainty.

Question 49

"A minority youth who is a high school drop-out has practically no chance of securing employment."

The total group moved from a position of uncertainty to one of considering this item possibly false. The hiring programs viewed in business and industry evidently indicated to the educators that many considerations were being given to minority youth, even those who had not completed their high school education.

Question 55

"Everyone who really wants to find a job can find one."

Both subgroups changed in attitude, but in different directions. The teachers, uncertain at the beginning, became more pessimistic concerning the possibility of anyone's finding a job. The counselors, more pessimistic than the teachers at the beginning, shifted to a note of greater optimism. The efforts of business and industry to hire and to train may have caused the counselors to be more hopeful about the employment future (if the potential employees could be highly motivated).

II. Ideas for Solution of Employment Problems

The participants, at the end of the Institute, were asked to respond anonymously to the question, "What do you think should be done about poverty and minority group employment problems in your home area?" The solutions, given in answer to the unstructured question, were categorized as follows:

1. Solutions by business-education together (13 of the 27 participants)
2. Solutions by business-industry (6 of the 27 participants)
3. Solutions by education (2 of the 27 participants)
4. Solutions by the community (2 of the 27 participants)
5. Miscellaneous (4 of the 27 participants)

Thirteen of the participants gave responses that would be considered congruent with the philosophy of the Institute cooperative efforts of business and education in the solution of urban problems.

Six of the responses indicated an awareness of the role of business and industry, with suggested functions that would tend to decrease poverty and minority group unemployment.

Two respondents indicated that education itself should change, and two others cited the responsibility of the community to attack its problems.

Only four responses could be considered inappropriate and irrelevant to the instruction in the Institute. Three of these responses were global in nature and one participant had no suggested solutions.

III. Objectives of the Institute

Another way in which the effectiveness of the Institute was evaluated was in terms of overall objectives. To determine how well these objectives had been met, at the end of the Institute the participants were asked to respond anonymously to the question, "What, if any, additional knowledge and skills did you gain at the Vocational Guidance Institute?"

Twenty-seven participants responded. Although actual behavior change could not be associated with the responses, it can be assumed that specific knowledge and skills, if identified, had been gained to some degree. The responses were categorized according to the Institute objectives, with each response attributed to a specific participant.

Objective #1	"Knowledge concerning the world of work in the metropolitan area."--17 responses
Objective #2	"Knowledge concerning the needs of urban middle school children for occupational awareness."--13 responses
Objective #3	"Factual information concerning resources provided by business and industry, in terms of speakers, field trips, materials."--6 responses
Objective #4	"Attitudes of sensitivity toward specific needs of minority groups within the urban setting, and the methods possible by business-industry in implementing the total educational process within the school."--12 responses
Objective #5	"Specific techniques and materials for promoting occupational awareness in both the counseling and the classroom settings."--10 responses
Objective #6	"Skill in evaluating the effectiveness of the procedures developed for promoting occupational awareness." Participants actually did evaluate the effectiveness of their materials, techniques, lesson plans." (Samples of these are included in the Appendix.)

Objective #7 "Skill in communicating with university personnel and business-industry personnel in order to identify the specific tasks needed by the three groups to promote optimum career development of the urban middle school child."--8 responses

As indicated by unstructured responses from the participants, the overall objectives of the Institute appear to have been met.

IV. Organization of the Institute

The participants were asked to react anonymously to the organization of the Institute. This evaluation was to indicate ways in which succeeding Institutes could be improved.

The most meaningful experiences of the Institute were the field trips, although some participants felt some trips were of a public relations nature, and some were to businesses where there were few employment prospects for their students. They would have liked the opportunity to speak informally with workers. Someone suggested a sensitivity session between businessmen and educators half-way through the Institute. The field trips could have included visits to community business, and they may have been more meaningful if the staff had visited the sites before the participants.

The participants would have welcomed parents as a part of the class, with principals and personnel from other schools included at various times. The teachers and counselors wanted to be together the entire time, although administratively it was more feasible to have them take trips separately.

The concentration of the seminars into two week sessions in fall and spring did not meet with favor. A weekly meeting would have been more desirable, with more meetings held in the district. The opportunity for more group discussion and feedback between teachers, counselors, staff and particpants at different schools would have been desirable.

Whereas the staff had been deliberately flexible in assignments and in class organization in order to tailor the program to the participants' individual needs, some participants disliked this and felt the need for more structure.

Overall, the organization appeared successful, with half the participants stating nothing should be dropped. The changes and additions suggested were constructive and valid criticisms that would be considered during the formulation of a second Institute.

APPENDIX

Appendix A Guidelines for Hosts pp. 75-76

Appendix B Guidelines for Participants pp. 77-78

Appendix C Attitude Scale pp. 291-296

Appendix D Samples of Materials Evolved During Institute at:
1. P.S. #29 by Thomas Forte pp. 132-149
2. I.S. #38 by G. Brown
D. Chavious
A. B. Cohen
G. Linder
H. Schnall
B. Webb

pp. 162-187

Appendix E Bibliography "What's Your Interest?" taken from materials developed at I.S. #139 by S. Jay, H. Klumack, R. Miller, J. Pitkowsky, H. Pruitt, R. Shapiro (pp. 202-204).

APPENDIX A

GUIDELINES FOR HOSTS

Purpose

Visits to company facilities by the attendees of the New York City Vocational Guidance Institute (Bronx Junior High School counselors, teachers, and administrators) are vital to the success of the Institute. Through the visits the Institute attendees can develop personal knowledge and insight into jobs, job prerequisites, duties, responsibilities, rewards, varieties, acquisition, and progression. These visits are not the typical public relations tour but are to be structured to provide the above information.

Areas to be Viewed

There are three aspects of jobs to which the attendees should be exposed, (1) the entrance function (personnel), (2) the jobs, and (3) the worker.

In the personnel function, they need to see what happens to an applicant. Is he tested? interviewed? If so, by whom and for what purpose? What prerequisites must be possessed to gain entrance to a job?

In terms of the jobs, what do people do when they do their job? How many different jobs, by skill or discipline, are there in the company? Which can be filled by high school graduates? college graduates? other? What are the salary ranges? What job progression exists? How high can a high school graduate expect to move in the organization? Is additional training needed or given? Do people work alone, independently of others? Do secretaries and stenographers have to work for more than one person? What judgments is the worker required to make? What are the consequences of error?

Last, the opportunity to meet and talk with workers from a cross section functionally and hierarchically is important. This might take place during lunch, or doing a refreshment break. These workers could be utilized as "tour guides" and thus be available for a maximum period of time.

Visit Arrangements

The visitors will be in two groupings, counselors who will be available for full day visits and the teachers and administrators who will be available for half-day visits. There are 15 in each group, the teacher group is further divided in sub-groups of 6 and 9. The counselors are available any day, the two teacher sub-groups cannot be made available for visits on the same day.

The counselor group will make seven visits and the teachers four. A given company is not expected to host all of the groupings. In October, for example, visits were made to the insurance and banking industry. Chemical Bank hosted the counselors and New York Life and Equitable each hosted a teacher sub-group.

Conclusion

While these institutes have been conducted in some forty cities during the past five years, this is the first institute to be conducted in New York City. A unique feature of the NYC Institute is that it is being conducted during the normal school year, (instead of the typical summer institute). This permits the teachers and counselors attending to make immediate application of the new knowledge they are gaining. Any suggestions, materials, etc., which personnel from the host company wish to offer to further enhance this immediate lesson application, are most welcome.

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APPENDIX B

GUIDELINES FOR PARTICIPANTS ON FIELD TRIPS

Gather information to use in a presentation to students (in a classroom setting or in a group guidance setting) on a topic such as:

"Why we study ...
Did you know that the following jobs use ...
Tests when you go to get a job have these questions ...
Everyone in these jobs use ... in the following way ...
People who get better jobs tend to ...
To get a job, one..."

In order to prepare such a presentation, on each trip to business/industry listen, observe, question!

A tentative listing of items to learn about are:

1. Job Requirements
   Kinds of jobs in this business/industry
   Concepts of fields/levels

2. Worker Types
   Who works here? How many?
   Minority groups? Women? Dropouts? H.S. grads? College grads? People in the neighborhood? Do they travel? Is travel difficult? Costly?

3. Hiring Procedures
   Union requirements? Educational requirements? Special training? Apprenticeship?

   Interview procedures:
   - Referred by school officials? State Employment Agency?
   - A relative?
   - Private agency?
   - Call for interview
   - Answer newspaper ads
   - Testing included? Oral - Written

4. Advancement
   More education? Special Abilities?
   Is there horizontal movement within organization? Vertical?
   How do personal qualities enter into advancement?

5. Retention
   Why do people lose their jobs? What do they quit?

6. Worker Attitudes Toward Education
   If workers had it to do over again, what would they change about their school experience?

8. Special Training Program Offered by the Company
   Skill training? Who teaches? Are workers motivated?
   Scholarships? Who takes advantage?

9. Personnel Records
   What is important as the company hires in terms of "school records"
   Grades?
   Personality characteristics as indicated on references?
   Attendance as indicated on references?

10. Relationship of this Organization to Schools
   Is there a formal relationship?
   Is there an informal relationship?
   If so, with what schools?
   Who is the person (persons) in this organization who would have such a relationship?
   Are there ways this organization can be of specific assistance to teachers and/or counselors?
   Field trips?
   Speakers?
   Placement?
   Materials for use in classroom?
   Materials for use in guidance?

APPENDIX C

Place of Institute ....

Name ....

Date ....

Each of the following statements concern the general problem of employment for minority youth. You are to read each statement and record your opinion on the scale provided below each statement. It is important that you express your personal opinion.

1. Given certain conditions, a person's character can change or be changed at any age.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

2. A person's character is most strongly influenced by early association, but as his environment changes, he will, to some varying degree, change with it.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

3. Hope, opportunity, trust, and understanding are some of the basic factors which can induce character change.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

4. Early training in the first ten years of life pretty well establishes what a person will be like the rest of his life.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

5. If a person needs a lot of supervision when he begins a job, he will not become a good worker.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

6. If a person observes that his parents have poor work habits, he will probably have poor work habits.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

7. It will be virtually impossible to substantially reduce minority unemployment in this country without large-scale social change.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

8. Existing bureaucratic organizations in welfare, employment, and education must be given up in favor of some entirely new structure capable of handling the problem.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

9. Minority unemployment will never be eliminated entirely as long as we have individual differences.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

10. More jobs can be created through the constructive use of economic and social activity.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

11. Most people who are unemployed would like to have a job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

12. The human being is sufficiently flexible that he can be taught a continuing series of new kinds of jobs as technological change makes his old knowledge and skills obsolete.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

13. The influence of a person's natural drive and ambition is more important in explaining his chronic unemployment than the influence of his immediate social situation.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

14. If a person has enough motivation, he will make opportunities for himself in spite of other obstacles.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

15. Existing organizations have not substantially reduced minority unemployment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

16. In order for democracy to be successful, you must have social awareness in the middle class.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

17. Human nature is such that there will always be unemployment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

18. There is a place for increasing numbers of minority youth in the labor market.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

19. There are many opportunities now present for minority youth wishing to enter the labor force.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

20. The employment future looks bright for minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

21. A good counselor completes his work during his regular working hours.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

22. In working with minority youth, a counselor must remain within the bounds of the traditional counseling relationship.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

23. The counselor should never loan money to his clients.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

24. A good counselor will intercede between the minority group student and authority figures.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

25. A good counselor never lets himself be manipulated by his client.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

26. Successful counseling with minority group students will require more time and effort than with other students.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

27. Since minority youth need structure in their lives, it is wise for the counselor to insist on strict scheduling.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

28. Industry and government are more committed to finding a solution to the employment problems of minority youth than are the school counselors.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

29. School counselors are limited in what they can do about minority youth problems because of lack of time and cooperation from industry.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

30. High school counselors have a big job to do with respect to the employment problems of minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

31. School counselors can apply the knowledge that they get from industry to the school situation.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

32. School counselors generally have an explicit program for cooperating with industry.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

33. School counselors' efforts should be directed toward those who have not achieved a significantly successful school experience.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

34. School counseling should be directed toward the employment problems of youth at least as much as toward college prep counseling.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

35. Because of the difficulties involved in minority youth counseling, no counselor should be expected to spend full time in this area.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

36. Counselors should be expected to teach some minority youth how to meet common social expectations.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

37. Personal sacrifices must be made by the counselor in the counseling of minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

38. It is the counselor's job to give young people a sense of direction.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

39. In some cases the need of the individual will have to be placed before the need of the job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

40. Since industry is paying the wages, they have a right to demand uniformly high performance without regard to individual differences.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

41. Industry takes a dollars and cents approach to hiring.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

42. Very often minority youth have to perform at a higher standard than non-minority workers.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

43. Most of the solutions to the problems of the unemployed minority youth are being contributed by industry

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

44. Although many people want to help minority youth, they become quickly discouraged.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

45. A good solution to the problem of minority youth employment would be to relocate the youth into areas where there is more opportunity for employment.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

46. Most federal employment legislation has been enacted to help the extremely poor.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

47. Minority youths should be encouraged to seek jobs where they know their minority status will be accepted.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

48. Occupations in which non-whites are now concentrated will be growing more slowly than other occupations.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

49. A minority youth who is a high school drop-out has practically no chance of securing employment.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

50. A high school graduate is more effective in his work, regardless of the work, than a non-graduate.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

51. A high school graduate is more employable than a non-graduate.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

52. Labor unions have been in the forefront with respect to improving employment opportunities for minorities.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ definitely not true

53. Minority youth desire employment opportunities that provide for self-expression and interesting experience rather than opportunities that provide security and high pay.

☐ definitely true	☐ probably true	☐ possibly true	☐ uncertain	☐ possibly not true	☐ probably not true	☐ defin not

54. In order to be a good industrial worker, one should enjoy hard work.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

55. Everyone who really wants to find a job can find one.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

56. There are enough jobs in the economy for everyone who wishes to work.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

57. Because of minority youths' lower level of aspiration, counselors often feel unable to do much to help them.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

58. Because of automation, industry is no longer capable, as they were in the past, of hiring minority youths.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

59. Dropping out of high school is an indication that an individual is not able or not interested in learning.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

60. A poor high school performance probably indicates poor performance on the job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

APPENDIX D

VOCATIONAL GUIDANCE:
P.S. #29, Bronx, New York City

Thomas Forte

I want to make this report a compilation of all that can prove useful to a teacher or a counselor embarking upon a program of occupational awareness in an elementary school. It will consist of the following:

1. Information about the world of work obtained as a result of our field visits.
2. Activities, which include:
   lessons, visits, bulletin boards, and conferences
3. Materials and Resources
   Library corner, occupational information file

Occupational Information Lesson #1

by Thomas Forte

I. Aim:

The overall aim is to launch a program of occupational information.
This lesson will serve as an introduction.

II. Procedure:

A. Introduction

Brief statement about
myself my role in school my purpose

B. Motivation

"I'm going to do something with you which is quite different from any lesson you have ever had before. I'm going to help you start to learn about the world of work."

Materials: Ornamental glass sphere about 2 inches in diameter. Chinese fortune cookie.

Hold up 'crystal ball'. Elicit comments.
Idea: The future begins a few seconds from now.
You can do something about it.

Give fortune cookies to child. Have her break it and read 'fortune'. As above.

C. World of Work. "Let's start to talk about the world of work." Elicit from class:

Synonyms for word 'work'
Number of different kinds of jobs in U.S.

D. Survey

Distribute Sheet 1. "I want to get an idea about how you feel about certain jobs and careers."
Directions. Questions.

Distribute Sheet 2. "I want to see how much you know about the educational requirements for certain jobs."

Lesson #2: Jobs vs. Careers

by Thomas Forte

I. Aim:

To introduce and illustrate concept of 'career.'

II. Procedure and Materials:

A. Job-career: career (L. carrus car) course of continued progress; a profession for which one trains and which is undertaken as a permanent calling.

B. Examples of career ladders:

(1) Clerical: different grades as at Western Electric

(2) Steno-typist: junior, senior, private secretary as at Chemical Bank

(3) Law: clerk, junior partner, senior partner, assistant district attorney, justice, judge.

C. Implications for education, training, initiative.

D. Class exercise: Filling in jobs on rungs of ladders.

(1) Department store: Vide-President, sales person, secretary, manager, president, buyer, assistant manager.

(2) Western Electric: clerical C1-C5, engineer, repairman, grades 1-5.

Lesson #3: Followup on Visit to Dollar Savings Bank

by Thomas Forte

I. Aim:

To acquaint class with some bank jobs.

II. Procedure and Materials

A. Motivation

Question: "True or false: there is a shortage of teachers but not of bank workers."

Show museum examples of money bills and coins: Chinese paper bills, U.S. $ bill, gold eagle, 1837 penny.

B. Distinguish between commercial and savings banks.

C. Our visit to Dollar Savings Bank.

1. Introduce panel of 5 pupils who made the trip with me.
2. Panel's report

   Workers seen: guards, tellers, bank officers, secretaries, data processing workers, vault attendent, maintenance men.

   Unseen workers: messengers, telephone operators, machine operators.

3. Bank Career Ladder
   Class exercise. Class fill in ladder on work sheet.
4. Education, training, benefits: Panel report.
5. Questions from class answered by panel and/or me.

Lesson #4: Followup on Visit to Telephone Company

by Thomas Forte

I. Aim:

To learn about telephone company jobs.

II. Motivation:

Hold up toy telephone.

Can I call someone on this phone? Why not? What makes a telephone work? (Many parts, wires)
Can a telephone work by itself? Yes, no.
At one time, it could not. (Operator: "Number, please!")
Can you name some of the eople that make it possible for you to have telephone service in your home?
I took some of your 6th grade classmates to visit the telephone company office. They wook us on a tour of the building. We saw many of the people who work for the telephone company. This panel of children who made the visit with me will tell you about the many jobs we saw there.

III. Procedure:

A. First, the panel will give you some general impressions such as what they saw, whom they spoke to, what was the most interesting thing, was the trip worth while ...

B. Girls will talk about jobs for women:
operator, computer, business representative, order processing, and various clerical.

C. Boys will talk about jobs for men:
troubleshooter, framemen, switchmen, computer, guard
(Children will describe job duties to best of their ability and recall and instructor will supplement)

D. There are many other telephone jobs we didn't see. (These and jobs mentioned by panel will be listed on board; or, a listing could be prepared and distributed)
account representative, coin collectors, cable splicer, line repairmen, men who check manholes for rodents, leaks, poisonous gases, and men who work on overhead lines. (There are still places in N.Y.C. where telephone lines are above the ground, and telephone poles, etc.)

E. A telephone call is impossible without a telephone. Let's see how many jobs are made possible by the instrument we call a telephone.

equipment designer and maker,

installer who:

installs new phones or extensions
checks faulty phones
makes minor repairs on the spot
takes phone out for major repair.

F. At Western Electric there are testers and assembly line workers who overhaul and assemble telephones.

G. Activities:

Role playing, using actual Bronx directory and toy telephone.

One child asks for a number (her own).

Registering a complaint about service, bill, etc.

Lesson #5: Followup on Visit to Lincoln Hospital

by Thomas Forte

I. Introduction

A. Band-aid. "What is this?"

B. Have any of you been to a hospital? As visitor; as patient?

C. Do you know anyone who works in a hospital? Relative? Friend?

D. What does the word "hospital" mean? Latin: hospes-stranger, guest

II. Presentation

A. Let's talk about your experience in a hospital.

1. There were many people who helped you get well.
2. Can you name some you saw? Doctor, nurse, etc.
3. There were many more workers whom you did not see.
4. Let's think back to our visit to Lincoln on Tuesday. (Elicit from class.)
5. Let's tell just what each one does and how he contributed to your recovery.

(After children have named as many as they can recall, distribute work sheets.)

6. On this sheet are some of the hospital workers we may have overlooked.
7. Let's pretend a child has been struck by a car and follow her course through the hospital from the time the ambulance arrives to the time she leaves the hospital.
   Let's look at our sheet and check off all the people who will help her.

B. Career Ladders

Explain concept. Illustrate by having class fill in the 4 career ladders that can be found in a hospital.

C. If there's time, have children give impressions and reactions to visit. Have boys enumerate male jobs and girls female jobs.

Follow-up Activities

Stories and pictures for scrapbook and bulletin board.
Article for school magazine.
Invite a hospital worker (relative or friend) to speak to children.
Send for literature. Show.
Hospital Careers conference at Lincoln in May.

Lesson #6: Parent Role Model

by Thomas Forte

I invited the father of one of our 6th grade black boys to speak to his class about his job. He is a conductor for the Transit Authority and is on the list for motorman. Since he had a fairly high-paying job with career opportunities, he would make a good role model for at least the boys in the class. The father in question, Mr. Dais, welcomed this opportunity to talk about his job and handled himself very well. The children were interested and asked many questions.

I introduced Mr. Dais and motivated the class with such questions as:

> When were you last in the subway?
> Does the subway train run by itself?

> It takes many people to make a subway ride possible. Can you name some that you saw on your last ride? Well, there are many more people who work in the subway system and, in some way, make your ride possible. Most of them you never see or may be unaware of. Mr. Dais is a conductor in the New York City subways. First, he will tell you what he does. Then, he will name all the other people who also work in or for the subway and tell you a little about their duties, working conditions, etc. Listen carefully and try to think of some good questions.

Mr. Dais held up the key of the conductor's cab. He identified it and went on to talk about his job. He touched on such matters as:

1. problems of the job
2. responsibilities (conductor is in charge of train!)
3. requirements, educational and physical
4. test, training
5. promotional opportunities (to motorman, dispatcher)
6. benefits, salaries

He enumerated and described briefly such ancillary jobs as:

1. R.R. clerk (change agent)
2. assistant and chief dispatcher (highest position)
3. maintenance crewmen including porters, electrical workers, repairmen, carpenters, etc.
4. clerical (mostly women)

A question and answer period followed. Suggested questions, if not raised by the class are:

1. Are there jobs for women? (R.R. clerk, clerical)
2. Where can you study for the exams? (Delahanty Institute)
3. What is a civil service job, its benefits?

The Use of Bulletin Boards

1. The "seasonal" bulletin board

Christmas: Picture of Santa. Legend: The Christmas season makes possible many extra or special jobs. Can you name some? Pictures or children's drawings of these jobs such as mailman, store clerks, wrappers, toy workers.

January: Snowman. Legend: "Frosty says: 'All I can be is a snowman. How about you?'" Pictures and captions of 'man' jobs such as: mailman, fireman, draftsman, etc.

February: Pictures of Lincoln and Washington. Legend: These men worked for the government. Can you think of city, state, or U.S. Government jobs? Pictures and captions of such jobs as various civil service jobs. Show actual photographs, stressing black and Puerto Rican persons.

March: Large Red Cross. Legend: The Red Cross is people helping people. Here are some careers where people help people. Pictures, photographs, leaflets, of careers like health, education, etc.

2. Bulletin Board Account of Visit

"Our Visit to the New York Telephone Company on ......" Photographs taken, stories written by children, appropriate printed material.

Conferences

1. Confer with all teachers on the grade to plan, implement and evaluate program.
2. Confer with individual teachers to plan visits, and evaluate lessons.
3. Include Assistant Principal and paraprofessionals in grade conference and the paraprofessional, if any, in the conference with the teacher.
4. Invite parents on the grade to explain program and to involve them actively (escorts on visits to plants, sites, speakers in the parent role model lesson).

Materials and Resources

With the help of the school librarian order books in this area. Set up a corner on Occupations in the library as well as a bulletin board.

1. Occupational Information File in the Guidance Office.
2. Manpower Trends.
3. Occupational Outlook Reprints.
4. Posters.
5. Free Materials such as listed in *Highlights*.
6. Brochures and pamphlets that children can send for after a particular lesson.

VOCATIONAL GUIDANCE: I.S. 38

G. Brown
D. Chavious
A.B. Cohen
C. Linder
H. Schnall
B. Webb

I. GUIDANCE DEPARTMENT:

A. The general aims for the Vocational phase of our guidance program for the seventh grade classes at I.S. 38X are as follows:

I. To promote:

- a. Vocational awareness and direction.
- b. Parental education and cooperation.
- c. Community education and cooperation.
- d. School personnel education and cooperation.

B. The specific aims are:

I. To provide each pupil with proper assistance:

- a. In making wise choices of subjects and activities.
- b. In planning for his continued secondary education on an academic and/or vocational level.
- c. In comprehending the educational, vocational and social aspects of our changing world.

II. To secure proper cooperation:

- a. With school staff members, parents, guardians and parent-teacher groups.
- b. With public, parochial, and other private schools and colleges.
- c. With public and private clinical services and with business, welfare and other social agencies.
- d. To provide for an evaluation of this phase of the guidance program through study and follow-up.

With school personnel, the project had to be "sold" to the participants because their active involvement is essential. Lunchtime conversations elicited faculty attitudes, expectations, and specific needs.

C. Specific needs have tried to be met through the following ventures:

I. Offering teachers aid by supplying them with:

- a. Bulletin Board material.
- b. Volunteering to demonstrate the techniques for presenting group guidance lessons.
- c. Discussing the various vocational programs that are being conducted at the junior high school level as appears in current guidance literature.

d. Serving as a resource person for vocational education information and material.

D. Materials used are:

1. Frequent letters to parents describing in depth planned activities and encouraging receipt of on-going evaluation and cooperation.

2. Adapted follow-up inventory forms for objective evaluation of each activity conducted in the project.

3. Lesson plans for orientation of teachers and students as to "what to look for on visits to Equitable or cultural places."

4. Library of Pupil References material which includes bulletins, SRA kit material, pamphlets, etc.

5. Library of Teacher References material which includes SRA library, textbooks, varied vocational free and inexpensive materials as distributed by such companies as:

   Western Electric
   B'nai B'rith Vocational Service Bureau
   Glamour Magazine
   Ladies Home Journal
   Mademoiselle Magazine
   Seventeen Magazine
   U.S. Office of Education, U.S. Government Print Service
   U.S. Department of Labor, U.S. Gov. Printing Service
   The Vocational Advisory Service in New York City

E. Procedures used:

1. Buzz sessions
2. Role playing
3. Giving inventory tests (adapted)
4. Group projects such as submission of articles to the school newspaper following each activity.
5. A group put on a Christmas show at Equitable which was put on video tape.
6. Visits to business
7. Cultural trips. (Participants saw the Christmas show at Radio City and visited the Rockefeller Center skating rink)
8. Individual career folders
9. Presentations at the school by representatives from the business world.
10. Presentations by former students.
11. Visits to colleges.
12. Class 7-19 is involved in developmental counseling sessions. While vocational guidance is not the primary aim for these sessions, vocational topics are explored in a non-structured informal manner.

For example, in one of the early sessions the terms goal, education, jobs and working papers came up accidentally while discussing a school based problem.

In exploring the various aspects of these terms, as related to the presenting problem, it was noted that a desire for more vocational information was generated.

To meet this need, this group made visits to places of business, including some located in the immediate community. The participants developed career folders. Each child got all the information he or she could on an area that seemed particularly interesting for individual folders. This information was shared with other seventh graders, in an Assembly program centered around the theme of vocational planning.

This group also submitted articles to the school newspaper on what they found that might be of interest to others.

13. Special project
    One Guidance Counselor was assigned to initiate, conduct, and coordinate activities which included classes 7-1 and 7-3. This program included:

    a. Planning sessions with Equitable Life Assurance Society employees and school staff for the 1969-70 program.

    b. An orientation luncheon for parents, former participants, Company representatives, District Office personnel, teachers and administrative staff members of the school.

    c. A monthly visit to Equitable Life Assurance Society which included:

        (1) Scheduled visits to each different departments at the Company by small groups of students. On these visits students were encouraged to talk with the workers they met. In this way they were able to secure, on the job in depth information on such questions as; what training was needed to get the job, what the pay was, how one gets ahead on the job, etc.

        (2) Lunch with assigned Company personnel referred to as Big Brothers and Sisters. Here informal chats were held about what had been seen on the tours and a feeling of close relationship developed.

    d. A monthly cultural venture to such places as NBC, the U.N., Mystic, Conn., Radio City Christman Show, The Man from La Mancha. For May and June trips were made to a college campus, and to Conn. to see a Shakespearean presentation.

       On each of these trips students observed the wide variety of jobs that are available in our many faceted world today.

e. Monthly visits by representatives from Equitable to the school where small group career guidance sessions are held.

During these sessions poorly motivated students, potential drop outs, subject teachers, Guidance Counselors, Grade Advisers, Deans, and gifted students were included in the round table discussions.

The participants in small groups, were able to exchange views as to job expectations and actual job requirements.

f. A faculty conference devoted to the topic "Business and Schools: An Experiment in Vocational Guidance."

The panel was composed of: Mr. Walter Kurtzman, District Coordinator, Vocational Guidance, Mrs. Dolores Chavious, Teachers, VGI member, Mr. Edward Chave, Second-Vice President, Equitable Life Assurance Society, Mrs. Rose Hunter, Local School Board Member, Dr. Nathan Young, Guidance Supervisor, District 7, and Mr. Chester Slocum, Assistant Executive, Equitable Life Assurance Society. Mr. Richard W. Topp, Assistant Principal in charge of Guidance at I.S. 38 chaired the meeting. Mr. Berkman, Principal of I.S. 38 opened the meeting.

g. Pre-visit orientation and grouping sessions held with classes 7-1 and 7-3 students and homeroom teachers.

h. Follow-up review and evaluation sessions conducted with students and teachers involved.

II. LANGUAGE ARTS DEPARTMENT

1. Student reports to class concerning occupations that interest them.
2. Interviews with people in the field of work the students are concerned with.
3. Factual informative lecture.
4. Class discussions concerning occupations and the value of work.

III. SOCIAL STUDIES DEPARTMENT

1. Reading of stories re: several occupations - people starting out with little and eventually succeeding.
2. Canvassing of neighborhood stores and business re: opportunity and requirements.
3. Looking at classified ads to understand what they are like.
4. Planned trips to airport/brokerage house to see different jobs and different surroundings.

IV. CORRECTIVE READING DEPARTMENT

Stage I

Student Awareness

By taking sections of the classified Want-Ads in the Daily News, New York Post and New York Times, we have been able to bring about a good deal of awareness of the business world.

The various sections of the classified ads are studied in detail. Examples: job agencies; job types; training; etc.

The second step, will be selection of jobs; research into what that job means, role playing during interview.

V. MATH DEPARTMENT

1. Trips to neighborhood finding out about jobs.
2. Short description of a person then a list of jobs. Students pick jobs person would like and not like - discuss why.
3. Students discuss jobs advertised in newspaper.

VI. EVALUATION

Evaluation should elicit from the students their attitudes about the following questions:

1. Why do people work?
2. Do different people give different reasons?
3. What do people in different occupations say they like best about their jobs?
4. What do they like least?
5. Would they choose something different if they could start again?
6. What is an interest?
7. How does it differ from a talent?
8. Why would you work?
9. Are there any jobs you are sure you would not like?
10. Why?
11. Are there any occupations you would like but think you cannot enter?

In addition the special project participants should be able to answer such questions as:

1. How many different kinds of jobs do they have at Equitable?
2. How many people were there employed in each job?
3. What was the nature of the work done?
4. Are certain jobs declining or expanding?
5. What are the educational and training requirements?
6. How does one get the job?
7. What opportunities are there for advancement?
8. What are the weekly or monthly earnings, the vacation time, and health insurance benefits?

At the 7th grade level, occupational information will help a child learn about workers at the city, state, national and international level; it will aid him in seeing the interdependence of workers, and it will acquaint him with the abilities and qualities needed for successful performance on the job.

Parents can also be involved in a vocational awareness project at this level.

They can be asked to note the extent to which the child is observing how the workaday world operates. They can also report what opportunities their child has for observing butchers, mechanics, engineers, doctors, lawyers, etc.

Parents should be well informed relative to the value of the child's school record as an indication of his abilities and potentials. In an effort to get a child to accomplish more, parents have made such remarks as, "If you don't do better in your school work, you will have to dig ditches or clerk in the 5 and 10 for a living."

Regardless of the kind of work, the child should be taught to feel that the dignity of labor is in a job well done.

Our visits to business have pointed up vividly the fact that in both job placement and promotion, many employers often put greater weight on personal qualifications than they do upon skill and knowledge.

Since the foundation of promotion policies frequently is the result of the worker's possession of specific personal characteristics, such as punctuality, industry, neatness, cheerfulness, trust-worthiness, and cooperation, the need for developing such qualities has definite significance for parents and teachers.

VII. LIMITATIONS

A problem in incorporating vocational guidance information into the curriculum is the number of inexperienced personnel. Some of our teachers have not taught for a long time. They are experiencing difficulty (as do most teachers) in teaching the required curriculum. It would be extremely hard for them at this point to bring in vocational guidance techniques and/or lessons when they are just beginning to get a foothold.

As far as communications with teachers, it is imperative that supervisors take an active role. If the supervisor is willing, departmental conferences can be used to communicate ideas and information. Conferences can also serve as a place to share ideas and techniques and to indicate which methods are working and which are not. Moreover, conferences can serve as a follow-up period to check on teachers, what they are doing, and to make future plans.

At "38" the Guidance and Social Studies Chairmen have been cooperative. This cooperation has led to the more experienced personnel incorporating vocational guidance material into their lessons, especially in the area of Urban Studies. As each of the topics is covered in the Urban Studies, the occupations which are involved in the area are discussed.

APPENDIX E

The World of Biography - WHAT'S YOUR INTEREST?

R. Miller

ART

Artist in Iowa: A Life of Grant Wood, by Darrell Garwood
Dear Theo, The Autobiography, by Vincent van Gogh, edited by Irving Stone.
Grandma Moses, My Life's History, by Anna Mary Moses, edited by Otto Kallir
The Man Whistler, Hesketh Pearson
Norman Rockwell, Illustrator, by Arthur Leighton Guptill.
Renoir, My Father, by Jean Renoir, translated by Randolph and Dorothy Weaver

SCIENCE

Dr. George Washington Carver, Scientist, by Shirley Graham
The Life of Pasteur, by Rone Vallery-Radot.
The Life of Sir Alexander Fleming: Discoverer of Penicillin, by Andre Marois
Madame Curie, a Biography, by Eve Curie, translated by Vincent Sheean
Men Against Death, by Paul Henry DeKruif

DANCING

Flight of the Swan: A Memory of Anna Pavlova, by Andre Oliveroff
And Promenade Home, by Agnes DeMille

BUSINESS AND INDUSTRY

Andrew Carnegie, Autobiography, by Andrew Carnegie
Baruch: My Own Story, by Bernard Mannes Baruch
Henry Ford: A Great Life in Brief, by Roger Burlingame
Life of An American Workman, by Walter P. Chrysler, in collaboration with Boyden Sparks.

RELIGION

Living of These Days, an autobiography, by Harry Emerson Fosdick
A Man Called Peter, by Catherine Marshall

THEATER

Act One: An Autobiography, by Moss Hart
Curtain Going Up: The Story of Catherine Cornell, by Gladys Malvern
Maude Adams: An Intimate Portrait, by Phyllis Robbins
Me and Kit, by Guthrie McClintic
Memories: An Autobiography, by Ethel Barrymore
A Quite Remarkable Father, by Leslie Ruth Howard
We Barrymores, by Lionel Barrymore

EXPLORING

Beyond Adventure: The Lives of Three Explorers, by Ray Chapman Andrews
Vagrant Viking: My Life and Adventures, by Peter Freuchen

TEACHING AND EDUCATION

Each One Teach One: Frank Laubach, Friend to Millions, by Marjorie Medary
A Goodly Fellowship, by Mary Ellen Chase
The Touch of Magic: The Story of Hellen Keller's Great Teacher, Anne Sullivan Macy, by Lorena A. Hickok
Up From Slavery: An Autobiography, by Booker T. Washington

FLYING

Lonely Sky, by William Bridgeman and Jacqueline Hazard
Stars at Noon, by Jacqueline Cochran

LAW

Clarence Darrow, Defense Attorney, by Iris Noble
Final Verdict, by Adela Rogers St. Johns

MUSIC

Beloved Friend (The Story of Tschaikowsky) by Katherine Drinker Bowen and Madejda von Meck
A Family on Wheels, by Marie Augusta Trapp, with Ruth R. Murdock
Gershwin Years, by Edward Jablonski and Lawrence D. Stewart
Leonard Bernstein: The Man, His Work, and His World, by John Briggs
Interrupted Melody: The Story of My Life, by Marjorie Lawrence.
My Lord, What A Morning, by Marian Anderson
The Story of Irving Berlin, by David Ewen
The Story of Jerome Kern, by David Ewen
Van Cliburn Legend, by Abram Chasins with Villa Stiles

GOVERNMENT AND PUBLIC LIFE

Baruch: The Public Years, by Bernard M. Baruch
Profiles in Courage, by John F. Kennedy

MEDICINE

Arctic Doctor, by Joseph P. Moody, with W. deGroot van Embden
Dr. Schweitzer of Lambarene, by Norman Cousins
Doctors Mayo, by Helen Bernice Chapesattle
Memoirs of Childhood and Youth, by Allen Schweitzer
My Hospital in the Hills, by Gordon Stifler Seagrave
Promises to Keep: The Life of Dr. Thomas A. Dooley, by Agnes W. Dooley
Three Worlds of Albert Schweitzer, by Robert Payne

NURSING

Angel of the Battlefield: The Life of Clara Barton, by Ishbel Ross
And They Shall Walk: The Life Story of Sister Elizabeth Kenny in collaboration with Martha Ostenso
Florence Nightingale, by Cecil Blanche Woodham Smith

WRITING AND JOURNALISM

A Peculiar Treasure, by Edna Ferber
Always the Young Strangers, by Carl Sandburg
Anatomy of Me: A Wanderer in Search of Herself, by Fannie Hurst
I Wanted to Write, by Kenneth Lewis Roberts
My Several Worlds: A Personal Record, by Pearl Buck
My Story, by Mary Roberts Rinehart
Not So Wild A Dream, by Eric Sevareid

SPORTS

Babe Ruth Story, by Babe Ruth, as told to Bob Considine
Lou Gehrig, A Quiet Hero, by Frank Graham
My Life in Baseball: The True Record, by Ty Cobb, with Al Stump
This Life I've Led, by Babe Didrikson Zaharias
Veeck - as in Wreck, by Bill Veeck with Ed Linn

TV AND ENTERTAINMENT

The Funny Men, by Steve Allen

NATURE

Road of a Naturalist: Wood Engravings by Paul Landacre, by Donald Culross Peattie

MILITARY SERVICE

John J. Pershing, General of the Armies, by Frederick Palmer

ARCHITECTURE

Frank Lloyd Wright: an Autobiography, by Frank Lloyd Wright

PHOTOGRAPHY

Portraits of Myself, by Margaret Bourke-White

INVENTION

Edison: A Biography, by Matthew Josephson

ADVERTISING

Taken at the Flood: The Story of Albert D. Lasker, by John Gunther

SOCIAL WORK

Jane Adams of Hull House, by Margaret Tims

A Summary of:

CAREER DEVELOPMENT SYMPOSIUM

Research and Development Report No. 43
University of Utah Counseling and Psychological Services
(Program presented at the annual convention of the
American Psychological Association,
Honolulu, Hawaii, September, 1972)

Participants:

James P. Pappas, Chairman
Addie Fuhrman
Ted Packard
Peter Warshaw
Kathleen B. Stoddard
Clarke G. Carney

ED 083 494

BACKGROUND:

The papers summarized here describe a series of career counseling packages designed by the staff of the Counseling and Psychological Services (CPS) at the University of Utah as a consequence of campus survey research concerning student needs. The research indicated that the primary perceived need of students was for effective and extensive career counseling.

The programs were based on a theoretical rationale suggesting six classes of factors that influence the career choice process (chance, past experience, personal characteristics, interest, aptitude, values and the world of work). Five steps in career planning were also delineated (identifying the problem, gathering appropriate information, exploring the alternatives, selecting and implementing a choice, and evaluating the decision).

Given these six factors and five process stages, the CPS staff designed counseling components that could be modified and organized in different fashions depending on the time available for counseling, characteristics of the counselees, and setting available. They then organized the components into three separate career counseling programs which varied in length and intensity--a one-shot career exploration workshop for entering freshmen, a career development "marathon" workshop (attempting to capitalize on the theory that massed versus spaced time allows for more natural and efficient learning and greater group cohesion and self exposure), and a quarter-long career development seminar.

The success of each program was evaluated after its completion by a series of tests and measures. The career exploration workshop was also tried with disadvantaged students. In addition to evaluating the success of the program with these students, the workshop leaders endeavored to relate the results to Goodstein's (1965) theory that there are two types of vocationally uncommitted individuals--those who experience career indecision because they lack occupational information and those who are indecisive. The latter group, because of a high level of anxiety associated with personal-social conflicts, has difficulty making any decision though they may possess the information with which to do so. According to the theory, the latter group will only become more anxious as a result of exposure to relevant career information.

OBJECTIVES

General:

To develop effective and extensive career counseling services.

Specific--where given:

1. To make students aware of career development and career decision making concepts.
2. To motivate thinking about interest, aptitudes and personal values and how they influence decisions.
3. To make students aware of career development resources on campus.
4. To make students aware of behaviors and activities that will facilitate successful career development.

Career Development "Marathon" Workshop

To have students gather information about personal characteristics, values, interests, aptitudes, and the world of work.

Career Development General Education Seminar

1. To make students aware that career development is a life-long process involving consideration of all facets of personality and environmental constraints, not just interests and aptitudes.
2. To assist students in exploring the elements of career development as previously discussed by Fuhrman (1972).
3. Through life planning exercises, to help students explore a variety of ways in which they could influence their futures.
4. To provide experiences in decision making and goal setting through the use of negotiated behavioral contracts.
5. To legitimize personal development as an educational goal through the availability of this experience as an educational course.

Career Development Workshop for Economically Disadvantaged Students

To determine whether Goodstein's constructs of indecision and indecisiveness (1965) adequately describe disadvantaged individuals who experience difficulties in making a career choice.

GENERAL FORMAT:

Basic Components:

The basic components comprising (in varying combinations) the three programs developed by CPS are the following:

1. Discussion--using multi-media to describe the career development rationale and the structure of the counseling programs.
2. Creation of an expressed interest inventory where counselees rate their interest in seven areas (business, engineering, fine arts, etc.) or the use of standardized vocational interest inventories (SVIB, Kuder DD).
3. The use of standardized aptitude or scholastic ability test results and their interpretation.
4. The use of the Shepherd Life Planning Exercise (i.e. client places himself on a life development continuum and deals with the various roles he plays in life such as father, student, provider, etc.).
5. A value section that asks the counselee to identify values important to him (responsibility, helping others, family, prestige and recognition, honesty) and also to make a decision for a hypothetical client that leads into a discussion about the values that went into a decision.

6. Information-seeking behaviors (talking to a professor, working as a retail clerk) with behavioral contracting potentially available.
7. Development of action steps towards making a decision.

Career Exploration Workshop for Entering Freshmen

Workshops were conducted during an eight-week period in the summer of 1971. The median number of participants at each session was approximately 40, and almost 1,700 entering students experienced the workshop by the end of the orientation period. Workshops were scheduled as an integral part of a day-long orientation and registration program and were not presented as an optional activity. This partially accounted for the large proportion of entering students who participated.

During the two and one-half hour sessions, brief lecture-discussions were led by a Counseling Center staff member, overhead projector transparencies were used extensively, a variety of exercises including some guided fantasies was introduced, and an information manual about the university and related career fields was presented.

During the summer of 1972 workshops were again held for entering students with several significant revisions. First, the workshops were publicized as optional rather than required, which reduced the average daily attendance to approximately 18 students. Logistics partially necessitated this; however, staff members responsible for the workshops felt that participant motivation and commitment would be enhanced by such a voluntary program and that a more meaningful experience could be had in a smaller group. The time allowed for each workshop was reduced to one and one-half hours, and the smaller group enabled the same basic content to be presented as in the two and one-half hour workshops of the prior summer. Other changes included the addition of exercises designed to stimulate participants to examine more closely the relationship between personal values and educational-career goals. The "action steps" concluding section was also revised. The section dealing with ACT scores and the prediction of academic success was simplified, and two guided fantasy exercises that had asked participants to project themselves ten years into the future were dropped. The revisions were based primarily on participant evaluations of the prior summer's workshops.

Overview of 1972 Workshop:

1. Brief welcome--participant introductions.
2. Purposes of the workshop and anticipated activities.
3. Discussion covering key concepts from developmental psychology, using illustrative transparencies:

a) life as a series of developmental stages

b) typical developmental tasks associated with the young adult state including the career development task

c) career development as a continuous life long process, heavily emphasized during adolescence and early adulthood

d) important factors influencing the career development pattern, including:

   1. life experiences
   2. change
   3. personal values
   4. interests
   5. aptitudes and abilities
   6. the world of work

e) discussion of two related considerations

   1. an individual's strengths can often compensate for limitations across the various factors
   2. the factors can be assessed through a variety of procedures including standardized tests and inventories, analyses of past performance, self exploration, etc.

f) concepts of compromise and change as fundamental processes underlying the career development process--hopefully, as life experiences increase, the individual acquires more accurate and complete information about himself and his world; and his career planning and decision making become more realistic.

4. Discussion of interests and attitudes and their relation to career development (about 25 minutes).

a) brief mention of research data supporting the relationship between an individual's interests and career decision making.

b) completion of a short expressed interest inventory by participants that allows them to begin relating their own specific interests to activities, academic areas, and related career fields.

   This inventory contains seven scales, each of which represents a major academic area available at the University of Utah (business, engineering, fine arts, etc.). Representative activities for each area are specified, related academic programs are identified, and subsequent career areas are listed. Participants rate themselves on each scale as to whether they feel their interest in that general area is low, medium or high.

c) The general factor of ability is introduced with the focus on scholastic aptitude as defined and predicted from American College Testing (ACT) scores and high school grade-point average. The following topics are discussed:

   1. meaning of ACT scores with emphasis on importance of normative comparisons
   2. predictive use of ACT scores and high school grades with the distinction made between measurable and non-measurable factors

3. time for questions, answers and discussion

d) Students review ACT norms for entering freshmen at the University of Utah, including separate tables for seven basic academic areas at the university, plus an undecided group.

e) Students relate their interest ratings to their scholastic performance predictions and analyze the resulting patterns.

f) The Counseling and Psychological Services agency is mentioned as a resource for students wishing to learn more about the meaning and relevance of their interest and ability patterns.

5. Personal values and the career development process (20 minutes).

a) It is pointed out that individuals often make choices on the basis of values either unexamined or unrecognized by the individual.

b) A list of typical values held by young adults is presented (money, independence, education, opinion of others, helping others, etc.) and participants are asked to identify other values they hold not included on the list.

c) Participants read sketches of two hypothetical students faced with career decisions. They respond to one of the sketches by deciding on a course of action and then identifying values related to that decision.

d) A discussion follows in which participants are stimulated to consider their own values and possible implications for career planning.

6. Exploration of external world of work and related academic programs

a) Central section of participant's manual is emphasized. This includes:

1. available academic programs (majors and names and campus addresses of advisors in major areas)
2. related occupational areas
3. manpower projections
4. a brief statement from the Director of Placement at the university (following the summary from each major academic area) outlining the job market situation as experienced by placement officials during the most recent campus recruiting season

b) Discussion leader emphasizes that the situation might change in a few years

c) A listing of jobs accepted by recent graduates of the University of Utah according to the college in which they were registered is presented

7. Decision making and action steps that individuals may choose to facilitate their career development process (20-25 minutes).

a) Participants are asked to consider career-related decisions they have already made.

b) Examples of different styles of decision making are discussed with the discussion biased in favor of systematic, "planful" decision making as opposed to styles emphasizing cautiousness, postponement, passivity, or chance ("The world just happens to me!"). Leader points out that there are factors and events in an individual's life which can be at least partially controlled and that a systematic and rational approach to decision making is one way of attempting to increase one's influence over the future.

c) The following interactive, five-stage decision making model is presented:
Phase I--Identification of the Problem. Definition of general goals and identification of factors currently limiting the individual's career development.
Phase II--Gathering Information. Finding and evaluating reliable sources of information about self and opportunities available in the external world.
Phase III--Exploring Alternatives. Identifying advantages and disadvantages of an array of possible choices.
Phase IV--Selecting and Implementing a Current Choice. Examination of tentative choice using criteria with emphasis on the fact that evaluation is a continuous process, spanning a lifetime. Group leader notes that no model insures a perfect decision but that this model does provide a systematic way of conceptualizing the decision making process.

8. Participants are asked to judge which of the five phases they see themselves being most concerned with at this point in their lives.
   a) They are referred in their manual to one of five sets of possible action steps they might consider, depending on which phase they are in. Action steps exercises are outlined to correspond with phases in the decision making model.
   b) Participants are asked to consider briefly what they wish to do in the immediate future in order to facilitate their educational/ career decision making and planning.

Career Development "Marathon" Workshop

Initially the workshop was in a two-day format, typically successive Saturdays. Eventually the workshop was held during three three-hour sessions conducted over a ten-day period. Activities included:

Session I

1. Life planning exercises--modified from Herbert Shepherd's Life Planning Workshop to integrate more with career choice.

Session II

1. A group interpretation of the California Personality Inventory (CPI)

previously administered to all group members. This was later replaced by allowing the individual to opt for personality testing and one-to-one consultation with the workshop leader, as the group interpretation had been viewed as too threatening by some participants.

2. A group interpretation of the Strong Vocational Interest Blank (SVIB) previously administered to group participants. This and the general discussion which followed dealt with relating occupational interests to vocational decision making.
3. A comparison of participants' American College Testing (ACT) scores with mean scores of freshmen declaring majors in the different colleges. This was an attempt to explore scholastic aptitudes.

Session III

1. An introduction to some of the on- and off-campus information resources for the world of work including written materials, academic advisors, community contacts, etc. It was expected that participants would spend part of the time between sessions exploring world of work information.
2. Discussion of the kinds of information-gathering activities participants had experienced between sessions.
3. An exploration of future activities that would be relevant.
4. Planning tentative action steps to implement decisions already made.

Career Development General Education Seminar

Weeks 1-4--Group discussion of personal experiences, characteristics, and values. Included were discussion of:

1. scholastic aptitude of each student as determined by ACT scores and grades
2. vocational interests obtained from interpretations of:
   a) Strong Vocational Interest Blank (SVIB)
   b) Kuder Occupational Interest Survey (OIS)
3. In individual meetings with one of the instructors personality factors were explored through:
   a) Maudsley Personality Inventory (MPI)
   b) Personal Orientation Inventory (POI)
   This interview also provided an opportunity to make referrals for individual therapy.

Weeks 4-5--Integration of data generated from the tests with individual life plans. Within the decision making model, students assessed their progress in career development and their readiness for further movement.

Weeks 5-9--Goal-setting and implementation. Each student negotiated a behavioral contract between himself and the group leaders with inputs from other members.

1. Individual activities chosen for contract completion were:
   a) research of occupational literature
   b) interviewing people working in occupations of interest

    - c) talking with academic advisors
    - d) talking with Placement Center personnel
    - e) visiting prospective employers
    - f) requesting further testing for self evaluation
    - g) visiting Utah Employment Security Office
    - h) participating in learning skills counseling
    - i) obtaining employment in interest area
    - j) performing volunteer services
    - k) researching military alternatives
    - l) observing people working in the field of interest
2. A group decision was made regarding frequency and format of meetings for these weeks.
    - a) Students who met shared contract activity experiences.
    - b) Some contracts were re-negotiated.
3. The final class session involved:
    - a) individual disclosure of each student's efforts to complete his contracts
    - b) evaluation of individual progress in decision making
    - c) definition of future goals

   Each student reported (written, tape, demonstration, chart) on these experiences.
4. Course credit was based on completion of the contract and class attendance because of the activity participation format of the seminar. A credit/no-credit grade structure was used to minimize the evaluative aspects of the student/teacher relationship.

Career Development Workshop for Economically Disadvantaged Students - used a format very similar to the Career Development Workshop for Entering Freshmen. Participating in the workshop were Summer Aid and Neighborhood Youth Corps summer employees of the Ogden, Utah, office of Internal Revenue, including those who were vocationally committed prior to the experiment. The data for the vocationally decided students were eliminated from the data pool before statistical analyses were performed. The group ranged from high school freshman to college sophomore with the median age being 18 years. There was a no-treatment control group. Of the 28 students participating in the study, four were Caucasian, 15 were Mexican American, one was American Indian, and eight were Negro.

PROGRAM EVALUATION

To evaluate the effectiveness of the various programs, standardized instruments were chosen or developed. Not all instruments were used with all formats.

1. Vocational Development Inventory (VDI)--assesses vocational maturity via a 50 item, true-false format.
2. Career Activities Survey (CAS)--a 22-item behavioral checklist to assess information-seeking activities clients have completed.
3. Career Assessment Form (CAF)--requests the client to rank himself on a scale from 1 to 5, decided or undecided, in relation to his choice of college major or occupation.
4. Career Information Survey (CIS)--a 25-item objective test designed to sample knowledge about career information at the University of Utah.
5. A satisfaction rating scale consisting of a series of Likert-type items that ask clients to rate the effectiveness of the career planning program.

ANALYSIS OF OUTCOMES

Career Exploration Workshop for Entering Freshmen

1. Significant pre-post differences were found on the CIS and CAF and satisfaction ratings. This suggested that the students:
   a) had greater information as a result of participating in the workshop.
   b) had moved towards deciding about a career choice.
   c) were relatively satisfied with the experience--almost 90% of the participants rated the workshop as moderate to very helpful.
2. No pre-post differences for this group were found on the VDI, suggesting little movement towards career maturity. It may have been unrealistic to expect significant change within a two-and-one-half hour period.

Career Development "Marathon" Workshop

1. Significant differences were found on the CAF and CAS suggesting:
   a) movement towards making a college major choice
   b) significant involvement in information-seeking behavior
2. No changes on the VDI suggesting that career maturity as measured by that instrument did not increase

Career Development Workshop for Disadvantaged Students

1. There were no statistically significant differences in degree of career decidedness of students who experienced the Career Planning Workshop and those who did not (as measured by the CAF).
2. The failure to demonstrate empirically the effectiveness of the Career Development Workshop as treatment for vocational undecidedness limits any inferences that can be made from subsequent tests of the validity of the indecision and indecisive constructs. However, if the group is separated into those who improved in decidedness (and label them those experiencing career indecision) and those who did not improve

(and label them indecisive), the indecisive group was much more variable with respect to three other measures. This suggests that individuals who show an increase in their degree of career decidedness subsequent to experiencing the workshop treatment constitute a more homogeneous group than those who do not show such a change.

A Summary of:

CAREERS ON THE COMPUTER

by Robin Pierce
in *American Education*,
August-September, 1972

BACKGROUND

In 1969 Bruce McKinlay, a labor economist at the University of Oregon, became director of a project funded by the Manpower Administration of the Department of Labor to design a career information system. The purpose of the project was to present updated, local information in a palatable way to slow and reluctant readers. The result was OIAS (Occupational Information Access System).

This new approach involves a communications network, originally designed for administrative record keeping, by which teletypewriters in each of 40 (Lane County, Oregon) junior and senior high schools are connected by telephone lines to a computer in Eugene. Now the computer has been given the additional job of storing OIAS data.

The annual cost of the Lane County system ranges between $1.50 and $2.00 per student. The labor market information is updated under a continuing contract with the Career Information System, a statewide cooperative headquartered at the University of Oregon. The Career Education Coordinator of Lane Intermediate Education District, the service agency that administers OIAS, has determined that doing the same job now being performed by OIAS would require two full-time counselors at four times the cost; and, even then, the counselors could not store as much information as the computer, convey it as quickly, or relate it as effectively to individual student needs and desires.

At one high school in Eugene, OIAS is available to students during most of the school day, rather like an unmonitored vending machine. Most other Lane County schools use it more restrictively, often by counselor appointment only. The junior high schools employ the system mainly in a class called "Self Understanding Through Occupational Exploration." In general, Lane County educators feel that the advantages of OIAS are maximized when the system is integrated with counseling programs, career decision-making classes, and courses dealing with the development of occupational skills. One counselor uses it in a minicourse called "Careers and Values," but believes that the system should be available on an open, unsupervised basis as well.

OBJECTIVES

To provide students with occupational information which is:

1. localized
2. continuously updated
3. interestingly presented

GENERAL FORMAT

There are five basic parts to the overall OIAS approach:

1. OIAS Questionnaire
   a) designed to help the student pinpoint particular occupational areas for exploration. Based on a student's answers to 25 questions, the computer prints out a Quest list--a selection of occupations attuned to that student's particular abilities and interests.

    1. If the list omits an occupation in which the student is interested, he can ask the computer, for example. "Why not 3112?" (the code number for auto mechanic). The computer replies by giving the job requirement that didn't fit that occupation (e.g., "Automobile Mechanic eliminated from your list by the following answers: organizing and using facts 18-not").
    2. As the student answers more and more of the 25 questions, thereby setting forth more and more of his requirements and preferences, the original list of 210 occupations (which includes 95% of the job listings in Lane County) is narrowed down.
    3. At any point in his conversation with the computer the student can type "How many?" and receive a notation of the number of occupations that have survived his specifications and, if he chooses, a printout list of them.

2. Occupational Descriptions
    a) The student can read descriptions of occupations which appeared on his Quest List or he can omit the Questionnaire part of the procedure entirely and begin OIAS by reading occupational descriptions.
    b) After the computer has outlined the tasks of a particular occupation (e.g., Fireman: Firemen protect communities against the loss of life, injury, and destruction of property by fire. Firemen work as a team with each man assigned a specific job.), it prints a paragraph on the local situation (e.g. Current local employment: 175, all males between 22-54). This section also provides a description of the work environment, the work week, and the salary.
    c) Following this are paragraphs describing necessary aptitudes and attitudes, the employment outlook, special training needed and where that training is offered.

The computer next directs the student to three other types of related information available in the OIAS program:

3. A selected bibliography of books (about the occupation in which the student is interested) readily available at the school.
4. A cassette containing recorded interviews with men working in that occupation.
5. Directions for making contact with a local person working in that occupation for a personal interview.

Students often return to read rundowns of other occupations in which they are interested.

PROGRAM EVALUATION

1. By May of 1971, four months after the installation of OIAS at Winston Churchill High School, more than half of Churchill's students had taken their turn at the keyboard and most had returned to query the computer further. A sampling of parents showed that 64% of the students who had conversed with the computer had told their parents about the experience, many even bringing home the yellow printout papers to show. By August of 1972, when this article was published, it appeared that OIAS had been used at least once by every student attending Churchill.
2. Another study showed that 70% of the students who used OIAS felt the system had opened their eyes to occupations they would seriously want to consider further.
3. In an ancillary test of knowledge about their career fields, students who had used the OIAS system consistently displayed a greater knowledge about job qualifications than those who had not.

ANALYSIS OF OUTCOMES

Lane County educators regard the ability of the teletype to induce students to read as being one of OIAS's most exciting and unexpected side effects. It has been discovered that even the so-called "non-readers" not only read the material avidly, but understand and absorb it.

With the machine, moreover, the student cannot escape expressing himself in specific, concrete terms, and in the process he can hardly help but develop a feel for the kinds of job opportunities that exist and the responsibilities and requirements they entail. The counselor can, in turn, capitalize on that newly acquired background by using it as the starting point for productive dicussions. "Students have to have good information if they are to make valid career decisions," notes one counselor, "and before OIAS they didn't have it."

RECOMMENDATIONS FOR ADOPTION AND START-UP

1. Costs to other school districts setting up such a program would doubtless vary widely, depending on such factors as the availability and location of the computer and typewriters, the number of components used, and the number of persons

using the system. In any case, the program can be run on any size computer that can support a teleprocessing network.

2. Since no additional staff is needed to operate the system, it can be used in small schools as well as large.
3. Updating the labor market information stored in such a system is simple, and accomplished by feeding the computer via the teletypewriter.

A Report:

THE CURRICULAR-CAREER INFORMATION SERVICE (CCIS): DEVELOPMENT AND EVALUATION OF THE PILOT PROJECT, 1972-1973

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BACKGROUND:

This paper reports the development, implementation, and evaluation of an outreach career guidance program for college students, the Curricular-Career Information Service (CCIS). Located in a dormitory of Florida State University at Tallahassee, CCIS utilized a varied delivery system, including print and nonprint career information, academic program information, instructional modules, referral resources, student resident assistants, and the Self Directed Search. A systems approach suggested by Hosford and Ryan (1970) was used in the development of the program. Although this report is restricted to the period of CCIS development covering July, 1972 through June, 1973, the program is still operational and currently being expanded.

The need for such a service was established by several surveys which revealed widespread dissatisfaction with the advisement/career guidance program. Surveys of entering students showed that 60% wanted help with career information. A Harris Poll conducted in 1970 revealed that 44% of the undergraduates were not satisfied with advisement at the university. Fifty percent of the students were satisfied with help in choosing a major, but only 36% were satisfied with assistance in long-range career planning. A survey by Pierce (1970) confirmed the above findings. Among Pierce's other findings was the fact that students relied more on their peers and personal resourcefulness in career and academic planning than on faculty or other university services. This point seemed especially important as it suggested that a student-to-student approach to academic advising and career guidance services might be especially appropriate.

The Harris Poll also showed that many faculty members were not interested in providing academic advisement and related services to students. Most faculty were too poorly trained or equipped to do the job, and little incentive was provided for them to improve. Lack of university-wide coordination of student services created an administrative gap between academic advisement and career guidance needs of students. There was no systemwide, coordinated response to the problem.

The complexity of the problem suggested the need for an equally complex solution. The changing job market for college graduates and the need to demonstrate public accountability had forced the university to commit itself to make some changes. The Division of Student Affairs took the leadership in this endeavor and attempted to articulate a career education philosophy to guide the development of a comprehensive program. The Division also provided the resources to develop the pilot career guidance program described in this paper.

OBJECTIVES:

Student Objectives--students will be able to:

1. describe mistakes and problems in career planning among college students;

2. use a theoretical model for career decision-making in developing their own career plans;
3. identify their primary areas of academic and career interest early in their college years;
4. locate and use information relevant to their most important academic/career alternatives;
5. identify university and community resources available for assistance in the development of academic/career plans.

University Objectives--the university will be able to:

1. better coordinate the flow of academic (and career) information so that it is readily available to those who need it;
2. use students and other paraprofessionals in the most advantageous way to promote student career development;
3. develop resources and materials which will support the efforts of faculy advisors, counselors, and others;
4. benefit from the improved public relations which new program efforts in this area will promote;
5. evaluate the advantages and disadvantages of a variety of program alternatives.

GENERAL FORMAT:

Program Activities

As can be seen by studying the CCIS FLOWCHART in the Appendix, CCIS begins with an Introduction (Module I). If the student decides to continue, he takes the Pre-Assessment and then selects various ones of four instructional Modules. Within each module, a variety of alternative instructional activities are provided and the user can choose among them. (Module II is entitled Guidelines For Career Decision-Making; Module III is Self Assessment; Module IV is Information Sources and Module V is entitled Campus and Community Resources.) Initial instructional activities in the modules include:

1. Fifteen minute slide-tape presentations on subjects such as:
    a. an introduction to CCIS
    b. career decision making
    c. locating desired information
2. Readings from selected articles and essays on career development for college students
3. Completion of Holland's Self Directed Search
4. Simulated video-tape interviews between students and faculty regarding academic programs in the University
5. Referral information about sources of specialized assistance for student career development.

At several points (as, for example, after completing the Pre-Assessment) the student can confer with a Helper. After the modules, the student takes the Post Assessment and Evaluation. He then decides whether to continue with more of the program (by conferring with a helper and then deciding whether to take on more modules) or to stop.

Materials -CCIS utilized:

1. an extensive library of books, pamphlets, and other written materials
2. about 120 audio and 12 video cassette tapes focusing on descriptive information about college majors and post baccalaureate occupational alternatives
3. five instructional modules

Physical Set-Up--CCIS was located in a three room suite just off the main entrance in a freshman residence hall. The area included:

1. a reading lounge
2. a storage area
3. an equipment room
4. book and display shelves
5. two multi-media equipped Howe rear screen listening-viewing carrels. One carrel also had a Sony video-cassette player system with a small monitor.

Staff-The CCIS staff included:

1. a half-time project director
2. a full-time career guidance specialist
3. two half-time graduate assistants working on acquisition of materials and development of visuals for the slide tapes
4. a doctoral student with responsibilities for evaluating the program
5. a residence hall counselor
6. a half-time secretary
7. eight resident assistants (RAs) who had received university training for their positions (special information about university and residence hall procedures and human relations training sessions, etc.) in addition to training specifically for CCIS consisting of ten sessions held over a five month period. In these sessions RAs were asked to complete all modules, to locate all types of information materials, to operate all the multi-media equipment, to participate in simulations (where they took the role of the helping person in CCIS while one of the trainers played a student seeking career development assistance and other RAs and trainers made suggestions and criticisms), etc. During subsequent training sessions various problems which arose were discussed (such as referrals, operating procedures, and introduction of new materials). Emphasis was placed on the RAs' role in encouraging their residents to use CCIS and to evaluate the materials.

Program Start-Up

The program was introduced to the university community in the following ways:

1. Two August meetings with the area coordinator and residence counselor were held at which there was discussion of:
    a. purpose and plans for CCIS
    b. role of RAs in publicizing and operating CCIS and their specific responsibilities.
2. Letters were sent to the academic advisors of all dormitory residents acquainting them with CCIS and encouraging them to refer students to the program.
3. A coffee hour was held during Parents' Weekend in November so that parents and students could visit CCIS.
4. A CCIS open house formally initiated the program on a weekday evening. Refreshments were served and guided tours provided. CCIS then opened the following day.

Program Operation

Role of RAs--The RAs had the major responsibility of publicizing CCIS to the residents of the dormitory. They also manned the Help Desk during the evening hours and on weekends, performing the following functions while doing so:

1. Greeted the students who entered.
2. Explained the purposes of CCIS--what was available and how to use it.
3. Helped the student select an appropriate module or other materials for beginning the program.
4. Demonstrated the use of the audiovisual equipment.
5. Explained the filing system.
6. Helped the student select appropriate additional activities.
7. Referred students needing additional help to services such as the University Counseling Center.
8. Encouraged students to fill out evaluation forms.

Student Use--The following patterns of student use emerged:

1. Some students used Modules I (Introduction), II (Decision-Making), and IV (Locating Information).
2. Some students used Modules I and III (Self Assessment).
3. Others went directly to the materials file or the CCIS library.

All students were encouraged to evaluate the modules and materials they had used.

PROGRAM EVALUATION AND ANALYSIS OF OUTCOMES

Both formative (process) and summative (product) evaluations were carried out on the CCIS program.

Process Evaluation

The process phase of the evaluation focused on student reactions to each of the modules and their effectiveness in meeting the specified goals. They were asked to fill out a Post Assessment and Evaluation Form as they completed each module.

Similar student feedback was elicited for all other materials included in CCIS as well as for operational procedures initially used. The modules were critiqued by about ten FSU staff members and by the RAs in the dormitory. Weekly CCIS staff meetings were held in an effort to monitor progress of the program. About fifteen descriptive presentations were also made for FSU staff members and other professionals in the community in an attempt to elicit feedback about the program.

Evaluations of the modules--showed that:

1) Reactions to Module I (Introduction) were very positive.
2) Modules II and IV also seemed to be quite satisfactory.
3) Module III (Self Assessment) elicited mixed reactions.
4) Module V was completed late in the trial period, and no user reactions suitable for analysis were obtained.

CCIS Questionnaire

Student Reactions--This was completed by all of the dormitory students. Their responses on the CCIS Questionnaire showed that:

1) 45% of those sampled used CCIS.
2) Different types of media were used about equally and most students used two or more kinds.
3) Almost 80% agreed that the CCIS materials lent themselves to self-directed use.
4) Both users and non-users agreed that academic advisement material should be included in CCIS (84%) and that CCIS should be recommended to an FSU freshman needing career development assistance (91%).

Faculty and Administrator Reactions--The CCIS Questionnaire was also sent to 133 members of the university administrative staff and faculty. This group included those staff who had viewed CCIS and the faculty advisors of students living in the dormitory who had been invited to refer their advisees to CCIS. Fifteen administrators and thirty-seven faculty returned the questionnaire. Whereas the faculty appeared non-commital regarding the physical expansion of CCIS or the inclusion of advisement materials in it, they did agree (63%) that CCIS should be recommended to students needing career development assistance. University administrators, on the other hand, were very positive regarding the usefulness of CCIS and its expansion on campus.

CCIS Log--analyses indicated that:

1) There were 282 student contacts and 92 other visitors to CCIS between January 23 and May 14, 1973.
2) Student contacts were most frequent on Saturdays and least frequent on Sundays. Mondays, Tuesday, and Wednesdays logged more contacts than Thursdays or Fridays.
3) The number of visits decreased during exams and immediately before and after the quarter break.

Product Evaluation

The product evaluation was initiated in mid-May after CCIS had been in operation for about five months. Its purpose was to determine if there were differences between CCIS users, CCIS non-users, and students in another freshman coed residence hall who did not have access to CCIS on three general sets of measures:

1) career maturity (CMI)
2) stage of career decision (VDC)

An Analysis of variance indicated no differences on CMI Attitude Scale or VDC scores among the student groups.

3) the CCIS behavioral goals (CCIS Attitude Questionnaire)

Here are some significant differences were found among the student groups:

a) CCIS users were better able to identify and use university resources for their career development than CCIS non-users and other dormitory students.
b) CCIS users indicated they had learned more about the career decision making process in the past five months than non-users.

RECOMMENDATIONS FOR ADOPTION AND START-UP

1) All users of the system must be persuaded to participate in its evaluation. (At CCIS apparently only half the users actually completed the Post Assessment and Evaluation Form.)

2) Further analysis of Module III (Self Assessment) and of the Self-Directed Search would appear to be important.

3) A target population of 1500 students would be appropriate.

4) RAs must be carefully selected, supervised, and trained. They must be outgoing, positive, and helpful in approach.

5) Counselors and faculty referring students must be continually reminded that CCIS is primarily an information dissemination program and not a counseling service for undecided majors.

6) A smooth mechanism for purchasing materials must be developed to avoid delays.

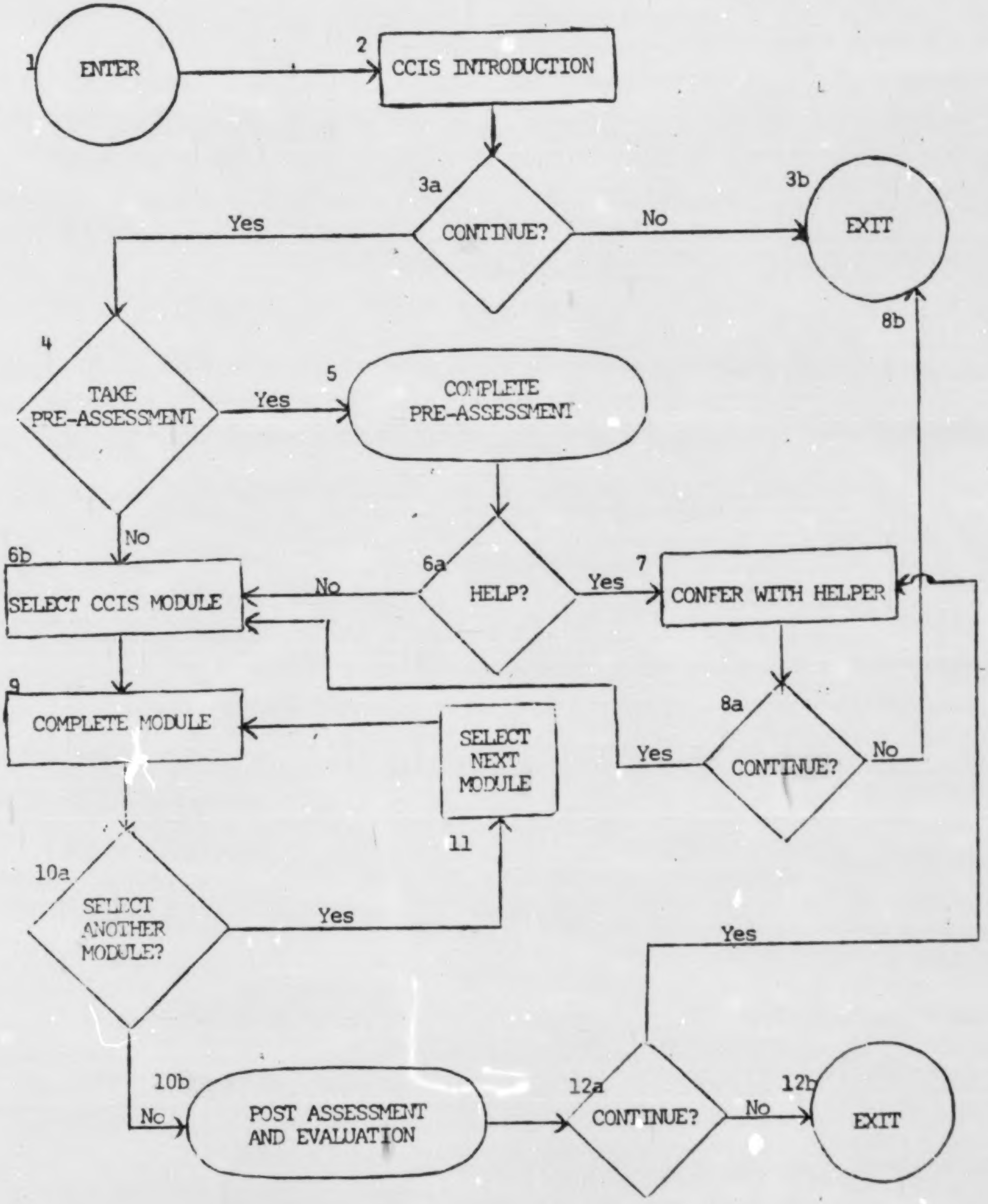
7) Adequate secretarial and support staff are essential.

8) Community referral resources, volunteer work experiences, etc. must be developed before Module V can be completed.

9) Because undecided majors in the control group indicated significantly more uncertainty in occupational choice and ability to outline an educational/career plan than decided majors, undecided majors might be an appropriate target group for the CCIS program.

10) Since black students scored significantly lower than white students on the career maturity measure, these students might become a focal point for future CCIS activities.

CCIS FLOWCHART
(An optional way of looking at CCIS)


1
ENTER
2
CCIS INTRODUCTION
3a
CONTINUE?
Yes
No
3b
EXIT
4
TAKE PRE-ASSESSMENT
Yes
5
COMPLETE PRE-ASSESSMENT
No
6b
SELECT CCIS MODULE
No
6a
HELP?
Yes
7
CONFER WITH HELPER
8b
8a
CONTINUE?
Yes
No
9
COMPLETE MODULE
SELECT NEXT MODULE
11
10a
SELECT ANOTHER MODULE?
Yes
No
10b
POST ASSESSMENT AND EVALUATION
Yes
12a
CONTINUE?
No
12b
EXIT

A Summary of:

CAREER EDUCATION FOR PROSPECTIVE HIGH SCHOOL TEACHERS

Milton A. Riesow

ED 076 508

BACKGROUND AND OBJECTIVES:

This article emphasizes the need for preparing pre-service students in teacher education for effective participation in the high school classroom and as members of the guidance team. Many students currently enrolled in teacher education are not receiving organized instruction pertaining to vocational planning and decision making about careers.

The urgency for immediate action is apparent if one considers the thinking of US Commissioner of Education, Sidney P. Marland, as it pertains to far reaching changes in the curriculum and training of teachers. He envisions students becoming familiar with various job clusters and what is involved in entering them in the first six grades; learning more about particular job clusters that interest them in grades seven and eight; selecting a job cluster to explore in some depth in grades nine and ten; and pursuing a selected job area even more intensively in terms of acquiring skills for immediate job placement, taking a combination of academic and on-the-job courses for post-secondary training as a technician, or selecting a somewhat similar combination of courses in preparation for a professional degree involving four or more years of college, in grades eleven and twelve.

The role of the teacher as facilitator of learning becomes increasingly important in determining immediate and continuous aid to students who are undecided, unmotivated, uninformed, and lacking in initiative to obtain necessary knowledge, obtain realistic information, and make educational and vocational plans. The readiness and competence of teachers to participate in an organized approach to career planning and decision making is vital to the success of secondary schools in meeting their obligation to help students achieve their developmental tasks. Because the teacher is in a unique position to reach students in a variety of settings, the cooperation and active involvement of teachers who are concerned with vocational development should be of immediate concern to school administrators, counselors, and directors of personnel services.

OBJECTIVES:

1. To help students formulate a functional concept of career education.
2. To broaden students' horizons concerning the World of Work.
3. To provide opportunities to observe, study and participate in an innovative and personalized program to help teen-agers implement educational and vocational plans.

GENERAL FORMAT:

A tentative format for a carefully designed program follows. It is presented as material which should be implemented by a coordinating council in terms of the most effective involvement of particular groups and/or the individual student.

CORE AREA I: Becoming Acquainted With the Concept, "Career Education"

Suggested Activities: Via film, video tape, field trips, simulation, role-playing, other media, and reading material, study "work" and "education" in terms of their meaning to the individual:

A. Significant items for personal study would include:
   1) Why people work
   2) Social class expectancies
   3) Problems from aspiration or lack of aspiration
   4) Becoming a success in life--myth vs. achievement
   5) Entrance requirements
   6) The role of a college education
   7) The role of specialization and pre-job schooling
   8) The role of vocational education
   9) Avenues of mobility
   10) The dignity of all work

B. Inquiring and making self discoveries about work, especially as they pertain to the development of attitudes:
   1) Participate in a "Group Guidance" setting similar to the following:
      a) A vocational guidance consultant illustrates how he would utilize a career guidance approach to involve the individual student in four or five sessions.
      b) A vocational guidance consultant might utilize a color sound film strip program. The Job Attitude Series developed by Guidance Associates (1970) is particularly effective for the non-college bound student)--The sequence includes: 1) "Why Work at All," 2) "Trouble at Work," 3) "Liking Your Job and Your Life," and 4) "A Job That Goes Someplace." The series provides opportunities for probing concepts about work, encouraging students to express feelings, relating underlying motivational schemes, forming judgments and reactions, and identifying with skilled worker models.

CORE AREA II: Becoming Acquainted With Where People Work

Suggested Activities: Plan personal exploration through learning how people make their living, talking to a variety of workers and employers, making visits to companies employing a variety of workers, using tape recordings or role playing.

A. Study and obtain information pertaining to:
   1) "Clusters" of occupations as identified by the US Office of Education or commerical companies
   2) Job groups in the regional or local labor market area
   3) Entry jobs based on current reports from the State Employment Service
   4) Major employers in the community and immediate vicinity

5) Local labor market trends and outlook information as they describe employment and career opportunities in:
   a) Industries
   b) Major occupational groups
   c) State and local government
   d) Occupations for women
   e) The military service

6) National labor market trends and outlook information in situations as cited in (5) above

B. Attend an audio-visual presentation prepared by labor market analysts or employment service personnel.

1) "Manpower Directions '75: How a State Agency Delivers the Message" is described in the Employment Service Review 5, January-February, 1968, pp. 21-22. It is an 18MM sound slide film which carries the message of manpower needs, problems, and recommendations for action programs as they pertain to the State of Arizona.

2) The 1970-71 edition of Occupational Outlook Handbook (Bull. 1650 published by the US Department of Labor) contains a description of 36 color slides or a film strip that shows the "changing occupational and industrial mix and trends for manpower development, education, and training." They have an accompanying narrative and may be purchased from the Bureau of Labor Statistics Regional Offices.

C. Learn about the world of work from tapes or live modeling sessions.

1) Observe a vocational guidance consultant illustrating how to learn about occupations using an approach similar to "Suggested Guide for Career Interviews," described by Laramore and Thompson in The Vocational Guidance Quarterly 2, December 1970, pp. 140-41.

Or:

2) Observe a video tape, audio tape or live modeling session utilizing peer social models similar to the experiment reported by Hamilton and Bergland in The Vocational Guidance Quarterly 4, June 1972, pp. 271-78. The peer social models discussed their career goals; demonstrated how to obtain information about occupations; and reached tentative decisions about future plans for investigating occupational alternatives.

CORE AREA III: Becoming Acquainted with Career Planning

Suggested Activities: Participate in a tailor-made program of learning about selecting and changing one's life work as a continuing process in decision making. Utilize selected references, consult resource personnel and choose from a number of options--readings and conference, independent study, scheduled group guidance or discussion sessions--to permit the formulation of a personal philosophy.

A. As a culminating activity, be prepared to evaluate "An Approach to What High School Students Can Study and Do With the Help of Teachers and Counselors": The writer's model would include the following tasks:
  1) Identify "Career" as a concept of "initial employment to retirement."
  2) Become acquainted with "job clusters" as a way of exploring work opportunities that are meaningful, interesting and require different levels of education and training.
  3) Study factors related to planning for a career--read Career Decisions (Byrn, 1969).
    a) Examples listed as important by adults describing their choices of vocations
    b) Developing personal qualities
    c) Preparing for work--developing knowledge and skill
    d) The work one does in part-time jobs, summer work, etc.
    e) The importance of succeeding in school
  4) Determine readiness of the high school students for next-step planning:
    a) Study oneself--identify basic interests and what one can do well.
    b) Plan personal improvement.
    c) Become acquainted with work settings--where it's done, peculiarities and hazards, and the people with whom one works.
    d) Try out jobs and make judgments about conditions, and dislikes, etc.
    e) Check with people who know one best.
  5) Study vocational development and how to help students make tentative occupational choices--obtain practice in decision making as high school students should experience it:
    a) Basic premise: "Career planning is a continuous process."
    b) A sequence--some basic steps for the high school student
      1. Prepare a flexible plan with alternative goals--consider "level" and related fields of work.

2. Determine whether you want to work with people, things or data.
3. Determine where you might most want to work.
4. Begin to study a field.
5. Study and explore various work roles through films, personal visitations and interviews, participation in career games, and work experiences.
6. Consult computer and/or counselor.
7. Narrow choice and select a tentative program of study pertaining to college, technical training, apprenticeship, etc.
8. Become acquainted with admissions procedures.
9. Become acquainted with how to apply for a job.

CORE AREA IV: Becoming acquainted with Sources of Information

Suggested Activities: Follow guide prepared by personnel from information services or the coordinating council for career education. Seven tasks which the writer considers essential in the education of teachers and counselors are as follows:

A. Visit a university or college "Information Center" to become acquainted with general guides to literature--especially NVGA's Bibliography of Current Literature and current periodic indexes from commercial companies. Also include identification of educational aids as they pertain to choosing a college, scholarships, technical training, apprenticeship, service and business training institutions and admission requirements.
B. Obtain a bibliography of "Suggested Materials" prepared by vocational guidance or career service personnel--Selected books pertaining to educational and occupational information and career guidance, briefs, monographs, free and inexpensive materials.
C. Visit branches of Employment Service, especially become acquainted with the "Job Bank" and assistance available to job seekers.
D. Attend an institute or clinic pertaining to use of the Dictionary of Occupational Titles conducted by a specialist from the State Employment Service or a consultant from the Department of Counselor Education of a university or college.
E. Attend an institute or clinic pertaining to the role of computers and other retrieval systems now being used to store and disseminate information about careers. Consult personnel from the field of technology on campus and from State Research Coordinating Units. Read publications including: Computer Assisted Counseling (1970), by Super, et al; and "Technology in Guidance," American Personnel and Guidance Journal, November 1970.

F. Attend a "Film Festival" pertaining to educational planning and careers sponsored by State Department of Personnel Services, Counselor educators, information center personnel and audio visual service personnel. Use continuous showings similar to the pattern used at APGA National Conventions.

G. Obtain annotated bibliography or guides for films and filmstrips pertaining to vocational choice and vocational guidance. (Check with State Department of Guidance Services and University or College Department of Audio Visual Services).

Core Area V: Becoming Acquainted with the Role of the Teacher in Helping Students Plan Careers

Suggested Activities: Choose from a number of options--a seminar, institute, workshop, or individually approved program--to study, review and evaluate a variety of approaches pertaining to current examples of innovation which might be useful to the prospective classroom teacher. Eight examples of functional tasks are recommended:

A. Observe a teacher, counselor educator, or teacher educator illustrating the use of occupational information in school subjects. As one approach, utilize and refer participants to "School Subjects and Job Fields," by Tennyson, et al., The Teacher's Role in Career Development.

B. Join a T-group organized to provide personal experience in developing useful attitudes about work and careers. This activity might be carried out as described in Core Area I-B.

C. Participate in a group guidance session pertaining to using the "Career Game in Decision Making" (Role play just as a high school student would be expected to participate). Become acquainted with helpful references to improve effectiveness of participation and for future study. Two of the references found helpful by reviewers experimenting with this approach are: Elliott Carlson's Learning Through Games and Sarane Boocock's The Life Career Game.

D. Observe a computer-student interaction about a career choice, study scripts, or attend a demonstration based on current computer assistance services for junior and senior high school students engaging in educational and vocational exploration.

E. Study the "Microfilm Approach to Career Guidance." Become familiar with project VIEW, County Department of Education, San Diego, or Educational Service Center, El Paso, Texas. Note role of reader-scanner and reader-printer and evaluate printout which student may keep for reference.

F. Attend a "Video Tape Session" based on choosing an appropriate occupation. A practical program is described by Sallinger and Wright in The Personnel and Guidance Journal 3, November 1970, p. 205. They filmed on-the-job workers in various technological careers.

G. Study an individualized approach, "A Prototype Educational and Vocational Guidance Program," described by Hamilton and Jones in The Vocational Quarterly 4, June, 1971, pp. 293-299. A five-step sequence guides the design for student participation in grades 7 through 12. The steps include: (1) identification of student needs, (2) classification of instructional objectives according to the commonalities of student educational and vocational guidance needs, (3) specification of learning strategies in terms of their appropriateness for particular groups of objectives, (4) implementation of the prototype program through simulation or real life settings by keying them to specific student objectives, (5) evaluation of the prototype program in terms of the extent to which students are achieving agreed-upon goals or objectives.

H. Prepare a unit or minipac for use in directed teaching. Obtain suggestions from surveying junior and senior high school studies. Consult basic sources--Baer and Roeber Occupational Information; Feingold and Swerdloff, Occupations and Careers; Hoppock, Robert, Occupational Information; Hoyt et al., Career Education: What It Is And How to do It; Isaacson, Lee E., Career Information in Counseling and Teaching.

A Summary of:

DEVELOPING STUDENTS' POTENTIALS
Three Group Approaches

Achievement Motivation Training (n-Ach)
Human Potential Group Training
Eliminating Self Defeating Behavior Training

Edited by Robert L. Smith and Garry R. Walz

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BACKGROUND:

This publication, based upon an Impact magazine workshop, was prepared by the ERIC Counseling and Personnel Services Information Center. It focuses on three specific training programs (all forms of psychological education) which aim to increase human potentiality in three areas. The first program, achievement motivation training, assists people to become effective in reaching their goals. Human potential training, the second program, helps them to expand their goals, to realize more fully what their potentials are. The third program, eliminating self defeating behaviors, teaches them to eliminate those behaviors which are detrimental to achieving full potentiality.

Some background information on each of the three programs follows:

Achievement Motivation Training-This program has been developed as the result of extensive research of the achievement motive over the past thirty years. The greatest amount of research came from Harvard's David C. McClelland, who helped to develop the Thematic Aperception Test (TAT) as a means of measuring Individual need to achieve. In McClelland's book, The Achieving Society, achievement motivation is related to production levels in several countries. The basic premise is that high achievers are the people who keep things going, who develop the nation's economy. This striving spirit creates nations which are strong economically, which, in turn, influences total national strength. Research cited in the book shows that when achievement imagery is high, production of the country is at its peak. At the same time, low levels of achievement thinking precede the faltering of a civilization.

Extensive research in achievement motivation has identified:

1) thought patterns and action strategies characteristic of the person with a high need to achieve
2) training procedures that can increase the achievement motivation level and general activity of participants

A number of studies revealed the effectiveness of achievement motivation training with businessmen in India, Turkey, and Japan. After 20 to 30 hours of training, businessmen significantly increased their productivity. A similar training program conducted with a corporation in the U.S. is described by Aronoff and Litwin in the Journal of Applied Behavioral Science (1971, v.7). The results are discussed later in this summary under Program Evaluation and Analysis of Outcomes.

Within the last four or five years achievement motivation concepts have been used in various educational settings, and a number of training agencies have mushroomed across the nation. A book directed toward education in the schools, Teaching Achievement Motivation, has recently been published.

The achievement training program utilized in business, and more recently in education, can be summarized in three stages:

Stage 1- deals with one's thoughts and feelings about achievement in general. The TAT is used here. Ten basic thoughts associated with the high achiever are examined in relation to one's own thinking.

Stage 2- allows one to focus further on behavior and thought sequences through simulated experiences. Simulated games, such as the origami game and the ring toss game, are utilized.

Stage 3- transfers to the outside what has been learned in Stage 1 and what has been practiced and experienced in Stage 2 of the training. A very specific goal-setting plan is used.

The design of the traditional achievement motivation program draws upon four types of empirical information.

1. Animal learning experiments
2. Human learning experiments which have shown the importance of the following factors in effective learning:
    a. repetition
    b. meaningfulness
    c. distribution of practice
    d. recitation
3 Psychotherapy-Rogers (1961) has stressed the importance of the climate in order for change to take place.
4. Research in attitude change stressing the importance of:
    a. using reason or prestige to support an argument
    b. affiliating with a new reference group

Another way of explaining the training program is provided by Alschuler, Tabor and McIntyre (1970) in their text Teaching Achievement Motivation. The authors present an over-all description of the training program in terms of a six-step sequence that causes the arousal and internalization of the achievement motive:

1. Attention: As every teacher knows, you must get a student's attention before any learning can take place. This can be done by dramatic settings and unusual procedures which are moderately different from everyday teaching methods.
2. Experience: The student must vividly experience the thoughts, actions, and feelings comprising the motive. This is accomplished through a variety of games.

3. Conceptualize: To clarify the motive, students are taught to conceptualize and label the components of the motive. Many traditional teaching methods for building vocabulary are used in this phase.
4. Relate: The relevance of the motive is assessed by examining its relationships to the person's ideal image of himself, his basic values and the everyday demands of his life.
5. Apply: If the person decides to increase the motive, the course instructors should help him practice applying the motive in several real goal-setting situations.
6. Internalize: If the motive is to be internalized, the final step is for the instructors progressively to withdraw external support while maintaining the level of voluntary use and satisfaction.

Some special problems occur in using achievement motivation training with females. The female may, because of her past experience or her present needs, associate negative as well as positive consequences with the demonstration of achievement thinking and successful completion of tasks. Nevertheless, counselors are encouraged to use the achievement techniques with female populations. They are urged to help trainees recognize their fears of success so that they can deal with them realistically.

Human Potential Training

In the last fifteen years, a number of group training programs have developed which focus upon total growth and self-actualization of participants. The programs, exhibiting such extreme diversity as that of the La Jolla group programs and the Esalen group programs, are often included under the umbrella of human potential. Within this total spectrum there is a small group approach designated as the human potential or HP group process.

The early development of the HP process began at the University of Utah under the direction of Dr. Herbert H. Otto. Rather than work with a special group designated as needing help, this process directs itself to the large population of "healthy" students and adults who may simply want to function more optimally. The often-perceived stigma of needing special help is therefore removed and does not serve as a barrier to the group process. The approach focuses upon the individual's self-esteem and attempts to build upon it in a positive way. During this process, students have the opportunity to examine situations in which they have been successful, learn where their strengths lie, and determine what their basic value structures are. Negative responses and discussion are discouraged, and in many groups, not allowed. The Human Potential program follows a clearly defined format that helps the participant look at his own behavior and build upon his strengths and past achievements.

Eliminating Self Defeating Behaviors

In a self defeating behavior training program, the leader normally spends 10-12 hours over five weeks with people in a group setting helping them to change behavior patterns. Self defeating behaviors are ones which we carry along with us which hinder our effectiveness. Dr. Milton Cudney, who has developed the program, uses the physical digestive system as a model for understanding psychological digestion. He believes that self defeating behavior patterns never become part of the self system but that people take on these behavior patterns and program them inside. He uses the following diagram to illustrate his conception of self-defeating behaviors:

Diagram: see next page

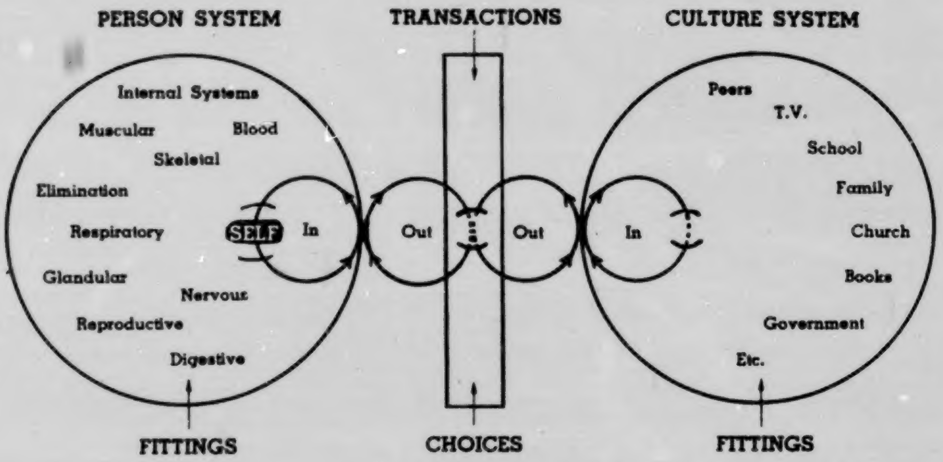
People learn SDB patterns from their culture, but understanding how the behavior developed is not necessary for eliminating it. Cudney's SDB theory has five concepts, each of which represents one of the ways people put an SDB pattern into operation. The following chart shows how the concepts work together to form the SDB pattern assembly line:

Chart: see next page

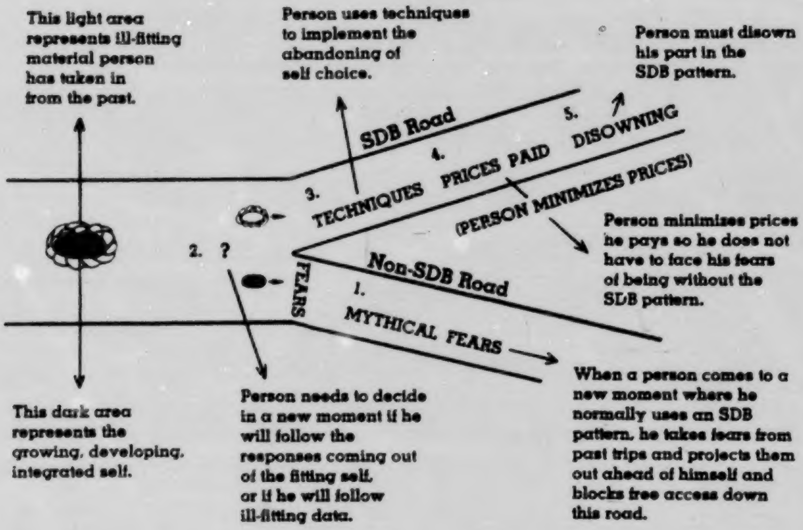
Steps for putting an SDB pattern into gear:

1. The person first conceives of the new moment in a fearful way. This is done by triggering fears from the past and projecting them down the non-SDB road. This blocks (see diagram) the non-SDB road and is termed The Avoidance of Mythical Fears. The fears were not mythical at the time they were first experienced, but as they are taken from the past and projected into the future to initiate the SDB pattern, they become a myth. Typical fears

DIAGRAM


PERSON SYSTEM
TRANSACTIONS
CULTURE SYSTEM
Internal Systems
Muscular
Blood
Skeletal
Elimination
Respiratory
SELF
In
Glandular
Nervous
Reproductive
Digestive
Out
Out
In
Peers
T.V.
School
Family
Church
Books
Government
Etc.
FITTINGS
CHOICES
FITTINGS

CHART


SDB Road
3. TECHNIQUES
4. PRICES PAID
5. DISOWNING
(PERSON MINIMIZES PRICES)
2. ?
FEARS
Non-SDB Road
1. MYTHICAL FEARS

This light area represents ill-fitting material person has taken in from the past.

Person uses techniques to implement the abandoning of self choice.

Person must disown his part in the SDB pattern.

Person minimizes prices he pays so he does not have to face his fears of being without the SDB pattern.

This dark area represents the growing, developing, integrated self.

Person needs to decide in a new moment if he will follow the responses coming out of the fitting self, or if he will follow ill-fitting data.

When a person comes to a new moment where he normally uses an SDB pattern, he takes fears from past trips and projects them out ahead of himself and blocks free access down this road.

people experience if they believe they cannot use their non-self defeating patterns in new moments include:

I won't be able to cope.
I'll find myself to be a person I won't like.
I will be hurt.
I will find I am dumb and incompetent without SDBs.
People will laugh and ridicule me and I will have no satisfactory way to handle this.

2. Once the fears are activated, a choice is made to abandon integrated data and operate from ill-fitting data learned from the past. Besides this "abandoning" choice there are other choices such as using techniques, minimizing prices, and disowning (see below), but this abandoning choice is by far the most critical in using an SDB pattern.

3. After the choice is made to avoid the non-SDB road, techniques are required to accomplish the intent of the abandoning choice. Typical examples of techniques are:

Comparing oneself to others or to some mythical idea
Distorting feedback
Concentrating on only one side of an issue
Manipulating people and things
Lying
Bringing back previous defeats in one's mind to scare self
Putting ill-fitting expectations on self

As an example of how a technique would work, look at inferiority as an SDB pattern and realize that the technique of comparing oneself with others provides the machinery for coming o-f second best and, hence, engendering the inferiority feeling.

4. The result of creating fears, choosing to avoid the created fears, and using techniques is defeating for the individual. These results are labelled the prices one pays for perpetuating SDB patterns. These prices are so great that if anyone faced them squarely, SDBs could not continue. Thus, people who do an excellent job of blocking off the non-SDB road with fears need to do something with the prices. To keep the SDB assembly line alive and functioning, these prices need to be minimized. There are many techniques for accomplishing this.

5. The last step in perpetuating an SDB assembly line is to disown one's own responsibility in the whole process. The person must disown his part in the creation of the fears. People do such a good job of disowning fears that they actually believe and feel the fears to be real. Choices one makes must be disowned

along with minimizing the prices. As a final step, the person must even disown himself as the one who is disowning.

OBJECTIVES:

Achievement Motivation Training--to increase the efficiency level of participants (i.e. to help them do things better, faster, etc.).

Human Potential Group Programs--to increase the participant's self-esteem to help him:

1. view where he has been successful, where his strengths lie, and what his basic value structures are
2. build upon strengths and past achievements

Eliminating Self Defeating Behaviors--to help the individual rid himself of person obstacles (self defeating behaviors) which lessen his productivity.

GENERAL FORMAT

Achievement Motivation Training

Phase One: Cognitive Teaching--This phase includes four sessions and involves direct teaching of achievement motivation thinking and action strategies. Once the basic thought patterns are understood, one has the choice of increasing his achievement behavior by incorporating the principles into his own thinking, thus developing thought sequences that are more related to persons high in achievement motivation. A breakdown of the session in phase one follows:

Session One:	Statement of program purpose; outline of program presented Get acquainted *n* Achievement test given under neutral conditions *n* Achievement test explained
Session Two:	Membership review Research presented on relationship between achievement motivation and other variables Research presented on characteristics of person with high achievement motivation Distribution and explanation of *n* Achievement Test scoring system
Session Three:	Participants score own tests Discussion of results Practicing achievement thinking by rewriting stories filled with achievement imagery

Session Four:	Review of achievement thinking Review of action strategies of high achiever Discussion of case studies and examples of individuals high in achievement motivation

At the conclusion of phase one, the participants should be thoroughly familiar with the high achiever's way of thinking: thoughts of success, fear of failure, plans for instrumental activities, and goal setting. During the review, personal examples should be given where participants have experienced these feelings in past situations.

Phase Two: In-Group Experiencing and Modeling Behavior--The second phase of the training program consists of two basic elements:

1. Prototype experiences of the behavioral syndrome within the group. These experiences are provided in the Origami Game where the following action strategies can be practiced:
    a. moderate risk-taking
    b. researching the environment
    c. utilizing concrete feedback
    d. taking personal responsibility

This game can be the most valuable aspect of the training. Each participant, as President of a company, is given information about costs and selling prices. Estimates are then made as to how many products can be made during a six-minute production period.

2. Influencing the learning of new behaviors through the use of achieving models. Guest speakers are invited to talk with participants. The object is to find out how achievement motivation may have played a part in determining the success of the individual.

Phase two consists of four sessions:

Session One:	Guest Speakers
Session Two:	Origami Game
Session Three:	Origami Game
Session Four:	Guest Speakers

At the conclusion of phase two, a further internalization of the achievement motive should take place through observing and practicing achievement thinking and behavior strategies.

Phase Three: Out-Group Application

The third phase of the training program deals with the transfer of achievement behavior from within the group to outside settings. In this final phase, less dependence upon the group or external sources is stressed, and more emphasis is placed upon personal goal setting, planning, and internalization of achievement behavior.

To begin this phase, successful results have been found by participants performing an exercise of answering the question, "Who Am I?" in as many ways as possible (McClelland, 1969). Answers to this question are discussed in terms of achieving behavior. This, according to Alschuler and others (1970), can be seen as withdrawal from the group into personal aims and more individualized usage of achievement learning. One individual conference between a group leader and participants follows regarding goals, plans, and how to utilize achievement thinking. The final session includes a review of some of the key points in the achievement motivation training program through the use of the film "Need to Achieve." Discussion and evaluation should follow the film.

An outline of phase three includes:

Session One:	"Who Am I" exercise "Who Do I Want To Be" exercise Discussion
Session Two:	Goal Setting Achievement Plans
Session Three:	Individual Conferences
Session Four:	Summary Film Discussion

Human Potential Training

Sessions: (Sessions may include one or two meetings)

I: Introduction and Sharing

1. Definition of groups (history) by leader
2. Depth unfoldment experience
   a. Participants in groups of 6-7 are asked, "What experiences brought you to where you are?" "What are some of the things that have had an impact upon your life?" This step serves as an ice-breaker. A three-minute egg timer is often used to allow each person six minutes to share his experiences.
   b. After the six minutes group members can ask questions of the participant.

II: Achievements Past and Present--Success Definition

1. Group members list achievements from as early as they can remember to present. Leader may serve as model in listing achievements.
2. After a listing of 10-12 achievemements the group writes in one sentence what success means for that individual.
3. Short term goals are then stated. (This phase may run beyond one or two sessions). Participants set short-term goals on a weekly basis and have the opportunity to report progress back to the group. A goal setting criterion is utilized to assist participants.

III: Check for Short Term Goal Accomplishments and Strengths

1. Each person's achievements are reviewed.
2. Each person lists his strengths and is then told his additional strengths ("strength bombardment") by others.

IV: Values

1. Leader defines values (from the list) and discusses values with the group.
2. Individuals choose values important to them and list their top five values.
3. Each member compares his top five values with the values others see him as possessing.

V: Values Tested Behaviorally--with use of auction technique. Comparison is now made of stated values to real values expressed in auction techniques.

VI: Values in Conflict--Discussion of how people handle conflict and difficulty in goal setting when conflict is experienced.

VII: Management of Conflicts

1. Task performed by all groups. A technique developed by Achievement Motivation Systems, Des Plaines, Ill., is often utilized to help people become aware of how they manage conflict.

2. Introduction of long-term goals.

VIII: Setting of Long-Term Goals

1. The group bombards each member with strengths possessed by that member which they have observed during the past few weeks.
2. The individual member then states in writing a long-term goal which utilizes his strengths and fits with his value structure.

ELIMINATING SELF DEFEATING BEHAVIORS

In the workshops there are usually between 10 and 20 participants and two leaders. The workshop meets for about 10 hours spaced out over five weeks. Each person works only on trying to help himself change his own behavior. People do not help each other. They talk only with the leader.

Some of the procedures involved in the workshop are:

1. Identification of the SDBs on which each participant will work (from a list of 65-70 SDBs).
2. Learning how SDBs are created.
3. Learning how to be a successful group member.
4. Recognition of SDBs which hinder people in a workshop.
5. Learning the concepts in the SDB theory (see chart in Background section).
6. Homework--participants discuss their SDBs and disowning, and leader later writes comments about their statements.
7. Review session (sixth session)

PROGRAM EVALUATION AND ANALYSIS OF OUTCOMES

Achievement Motivation Training

Five different achievement motivation programs have been incorporated in various settings throughout the country:

1. Arnoff and Litwin (1971) conducted a program for middle-aged executives from a major American corporation. Men in the program were matched with a control group from the same corporation who participated in a four-week management development course. In a two-year followup on 11 of the original 16 trainees still with the company, significant advances were made by the men who took the achievement motivation program (in comparison with advances made by the control group.) Significant changes included raises in salary of over 10 percent a year and/or unusual rates of achievement.
2. Kolb used achievement motivation training with a group of underachieving high school boys attending summer school at Brown University. Kolb utilized the following activities in his study: teaching the characteristics of people with high need to achieve, experimenting with learned behaviors through simulated games, completing need achievement tests, learning the scoring system, understanding risktaking behaviors, and discussing learned concepts in relation to self. A control group was used and a rating of the socioeconomic status (SES) of each student was made. The total grade point average of high SES experimental subjects improved more than the average of the controls in the following semester. The trend was reversed, however, for the low SES experimentals. In most cases the low SES experimental subjects improved less than the control subjects. No significant changes were found in Stanford Achievement Test scores.
3. McClelland (1967) reported a study of tenth grade students (described as "seat warmers") in a Boston suburban school system. Ten students completed an achievement motivation course for people with unused

potential. A control group matched for IQ and grades was used. Seven of the nine fully trained boys gained at least a letter grade in their average following the program. Only three of the controls showed such a gain. Other measures of academic effort such as absences from school and interview data secured by McClelland showed some evidence that the training produced a measurable increase in academic effort.

4. In another study (Ryals, 1969) a five-day achievement motivation workshop was conducted for teachers, who then served as trainers in a four-weekend training program for high school students. Science scores on the Stanford Achievement Test rose after the program but Social Science test scores on the same test did not. Grade point average in Ryals' study showed a slight supporting trend for the experimental group.
5. In a study conducted at the University of Hawaii (Tang, 1970) achievement motivation treatment was designed to induce academic achievement behavior among eleventh and twelfth grade students whose grade point average was below their predicted level. Tang found no significant difference in grade point average between the group who had undergone the training and the control group (which had received counseling). No significant differences were found in school attendance, but significant changes in motivation to achieve were noted.

Despite a few weaknesses in the above studies, it is encouraging that measures of achievement behavior have been affected through motivation training. Research has revealed that such changes can take place in various settings and with different age groups. Results offer some convincing evidence that achievement motivation training can be a valuable method for increasing achieving behavior of individuals beyond the childhood years.

Human Potential Group Training

1. Sixty students who had participated in the Human Potential Seminars developed at Kendall College were sent a questionnaire one year later. Results showed that:
   a. 82% of the respondents indicated that they were still setting and meeting their goals.
   b. 84% indicated that they were still sharing their goals and desires with others.
   c. 89% indicated that they have consciously thought of their values in the last months.

d. 77% answered that they presently think more highly of themselves than they did prior to the course.
e. 77% indicated that they not find more situations and experiences in which they recognize personal success.
f. 68% answered that they have done something new lately.
g. 66% indicated that they have more courage to try new things.
h. 94% answered that they would recommend the Human Potential course to other persons.

In looking at the overall response to the questions, it is clearly demonstrated that in the minds of the participating students the experience continues to be a helpful one for those who were in the Human Potential Seminars a year ago.

2. The effects of a one-semester Human Potential Group Program were tested with one hundred freshmen (classified as high risk because of previous school performance) at the community college level (Smith, 1970). A control group was also used. Findings revealed a trend in self-actualization on all sub scales of the Personal Orientation Inventory. After one semester the control group of high risk students dropped in both self-actualization level and in feelings of being in control of events in their lines.

3. A similar study at a second community college supports the above findings (Trueblood, Roy, and McHolland, James, 1972).

Thus, the Human Potential Group process can create positive change in students and prevent further negative movements. The research has shown that the process has helped students discover and clarify their own values, learn to control and direct their own lives, increase their self regard, and develop a more positive attitude toward others.

Eliminating Self Defeating Behaviors

1. Low (1970) used the MMPI and a questionnaire developed for use in SDB workshops.
    a. Nearly all the participants reported decreased frequency and intensity of SDB both immediately after the workshop and at a four-month follow-up.
    b. Most also reported greater ease of change of SDB.
    c. Changes measured by the questionnaire were highly correlated with changes measured by the MMPI.

2. Fiester found that:
    a. the full workshop model and a partial workshop model (which consisted of only teaching the five concepts) were effective in decreasing frequency and intensity of self defeating behaviors as compared with control groups.

b. the full and partial models were more effective than no treatment in increasing ease and success of behavior change and ego strength.
c. anxiety was decreased.
d. workshop leader's experience level was not shown to be a factor influencing effectiveness of the self-defeating behavior workshops.

3. In first year research results of an ESEA Title III project called Eliminating Self-Defeating Behavior in the Kalamazoo, Michigan, Public Schools:
   a. 77% reported reductions in frequency of self defeating behaviors.
   b. Intensity of behavior was diminished by 78%.
   c. 86% became more confident regarding the ease of changing their self-defeating behaviors.
   d. 74% indicated that persons close to them saw either a noticeable or great deal of change in them during the five weeks of the class.
   e. 85% felt they were functioning differently at school.

When treatment groups were compared with control groups, significant differences between the groups were found in:
   a. frequency of behavior
   b. intensity of behavior
   c. ease of change
   d. whether change occurred
   e. whether others noticed a change
   f. functioning at school

4. A follow-up of 75 people who experienced a three-day SDB workshop training session showed that:
   a. 93% stated they are continuing to apply the self-defeating behavior model to their own life.
   b. 33% were then using the model with others.
   c. 31% had specifically trained others to use the model.
   d. 81% found the model effective for their own purposes. Many expressed problems encountered in their efforts to use the model. For example, some needed to re-write lessons for the special populations with whom they were working. The most bothersome problems were job and agency limitations and the self-defeating behaviors of the workshop leaders themselves.

RECOMMENDATIONS FOR ADOPTION AND START-UP

General (Applicable to all three programs):

1. There must be specific goals applicable to the local situation--the program should not be instituted just because it's the thing to do in the profession now.
2. There must be support among administrators, students, and teachers and in the community.
3. Resources within the particular setting must be identified. Perhaps students can be used to facilitate groups.
4. Methods for creating and then maintaining interest must be thought out.
5. Ways of ascertaining whether the goals have been accomplished must be found--perhaps by:
    a. commercial tests
    b. observations of:
        parents
        teachers
        students
    c. case study approach
6. Successful groups must have:
    a. a combination of cognitive and affective group experiences.
    b. flexibility in activities--use what seems to work with the group.
    c. flexibility in discussion topic--it must relate to students' needs.
    d. variety--games, role models, self-evaluative methods, etc.
    e. elimination of avoidance of discrepancies between the group setting and the school setting.

Specific: (where given)

Achievement Motivation Training

Careful evaluation after each session should take place in order that the most effective possible program can be constructed. Room should be left for spontaneity and individual differences.

Human Potential Training

1. Adaptations can be made--for example, sessions can be conducted on a semester as well as on a weekend basis.
2. Because the approach focuses on participants' positive rather than negative characteristics, it is safer and easier to incorporate into the public school setting than most group procedures.

Eliminating Self Defeating Behaviors

Can be utilized, with some adaptation, with elementary, secondary, college, and adult populations. Some usage can be made in prisons.

A Summary of:

VOLUNTEERS IN COLLEGE AND CAREER INFORMATION

Evaluation Report
June, 1973
San Francisco United School District

CG 008 501

BACKGROUND:

The realization that responsibilities imposed on high school guidance counselors in San Francisco were excessive (a normal student case load is 525 instead of the recommended 250 to 200), plus parents' frustration at their children's lack of basic educational and career information, led in 1969 to the birth of a new program, Volunteers in College and Career Information (nicknamed VICCI, pronounced "Vicky").

OBJECTIVES:

1. To increase the quantity, quality, and timeliness of information on post-high school opportunities and to make this information readily accessible to students, counselors, teachers, and parents.
2. To increase the effectiveness of the school's counseling and guidance program.
3. To free counselors to better use their professional skills and competencies.

GENERAL FORMAT:

Organization

A team of VICCI volunteers works in each of seven project high schools under the direction of a volunteer team captain. The project director, who is a credentialed counselor, and the volunteer coordinators, who are experienced team members themselves, provide field supervision, plan training for the volunteers, and attempt to secure all materials needed by each team.

Training

During the fall semester, volunteers attend two basic training sessions:

1. Orientation to the VICCI Program--The session includes a discussion

of the role of the VICCI volunteer, emphasizing the services volunteers do and do not perform. Volunteers are introduced to the basic career and college reference materials which are available at each VICCI site.

2. College Entrance Information--speakers from area universities and colleges describe admission procedures for the institutions which most of the college-bound San Francisco graduates attend. Basic financial aid information is covered at this session.

Late in the fall semester (after most college application deadlines have passed) volunteers attend:

3. Interest Survey Training Session--this deals with the administration of interest surveys, interpretation of survey results, the use of reference materials to extend the discussion of occupational interest areas, and the maintenance of appropriate survey records for future use.
4. Team Meetings--since the challenges and problems are different at each school, periodic team meetings are held during the year at each school in order to provide on-going training and to resolve any team operation problems which may develop.

Volunteers who join VICCI after the basic training sessions are given on-the-job training by the team captain. A training outline which includes all the basic information volunteers should know has been prepared to assist team captains in training new team members.

VICCI Services

Following the two basic training sessions every volunteer is able to provide students with this factual information:

1. Admission to California universities and colleges, including tests required, courses offered at the various campuses, grade-point-average/SAT-score ratios, availability of majors at various campuses, differences between two-year and transfer programs, and admission to community colleges.
2. Application procedures for private colleges in California and for all out-of-state colleges, public and private. The VICCI Reference Library in each school has up-to-date catalogues from every major four-year college, and many 2-year colleges, in the country.
3. College majors: which colleges offer majors in specific fields, and which high school courses are preferred prerequisites for specific majors.

4. College costs and various ways to meet them (scholarship, grant, loan, etc.).
5. Scholarship and financial aid information--requirements and application procedures for California State Scholarships and College Opportunity grants; reference books for other scholarship offerings and information about awards offered by local organizations.
6. Entrance examination information, including costs, deadlines and test dates for Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, Achievement Tests, and American College Tests.
7. Career Interest Surveys, including Kuder DD, Kuder E, Job-O, "Careers," and the Occupational Exploration Kit.
8. Basic Career information (training, salary scale, duties) for a wide range of jobs through the Occupational Outlook Handbook, California Occupational Guides, Occupations Blue Book, and the VICCI Reference Library of professional and vocational pamphlets. Current Civil Service Examination Lists and local employment information, when available, are included.
9. Proprietary Schools (private vocational schools which charge fees for training). Because of the lack of objective standards for evaluation and accreditation of these schools, VICCI volunteers do not use any of their promotional materials. Instead, a questionnaire has been prepared which is given to students who inquire about such schools, with a recommendation that all questions be satisfactorily answered before the student makes any financial commitment.

The most frequent student contacts are single requests for factual information: "How much does the SAT cost?" "Do I need a foreign language to get into college?" However, many students find that the answer to one question only leads to additional ones. Volunteers are trained to use the basic factual information in any sequence which is appropriate to the students' needs: from college-to-major-to-related jobs, or from interest area-to-related jobs-to-college major, or from geographic location-to-college choice-to-financial aid sources, etc.

When a student states that he has no idea of what he may do after he finishes high school, the volunteer may use one of the various interest surveys as a basis for encouraging the student to begin thinking about future plans. The emphasis is always on alternatives; students are encouraged to search for as many options as possible. The volunteer does not offer guidance in making choices, since this is the function of a professional counselor, but the volunteer will make every effort to help the student search for alternatives.

Special VICCI Services

In the course of helping students to discover options, the volunteers may need to find more information than is available in the VICCI Reference Library. Some students may have specialized education needs or may be eligible for certain variations in the standard college entrance requirements.

Counselors, teachers and career coordinators in some schools have asked the VICCI volunteers to assume responsibility for a wide variety of additional functions. These may require additional, specialized training for the team at one school (e.g., interpreting PSAT scores for 11th graders), or specialization of activities among team members at another school (e.g., one volunteer who arranges job-related speakers for certain vocational classes).

Because the volunteers represent such a broad spectrum of backgrounds, training, interests, and community contacts, and because of the volunteers' strong personal commitments to meeting student information needs, VICCI has been able to provide an unusual range of special services by:

1. Preparing special materials for students' use such as:
   a) List of job sources.
   b) "Money," a compendium of local and national scholarship and financial aid information available on computer.
   c) "Careers," a general interest survey incorporating 340 job titles, available on computer.
   d) "A Timetable for Getting Into College."
   e) "VICCI College Binder"--up-to-date information about campuses still open; descriptive material about community college courses, basic test information, etc.
   f) "Jobs for Women," information prepared by members of the Mayor's Committee on the Status of Women.
   g) Bulletin boards in VICCI offices and in the halls, containing current information about college recruiters, test and application deadlines, career information, etc.
2. Arranging for persons from various education and training institutions, or who represent a particular career field, to speak with students. Examples of institutions sending speakers:
   a) San Francisco International Airport School
   b) Certified Public Accountants Association (Advanced Bookkeeping class)
   c) Janitorial Service (Occupations class)
   d) Airline Stewardess (Advanced Clothing class)
   e) RCA (TV Repair classes)
   f) Filipino Club--to encourage Filipino students to complete high school, attend City College, for better job opportunities
   g) Armed Forces

3. Arranging for field trips to places such as:
   a) Restaurants (Food Technology Class)
   b) Medical School for Inhalation Therapy careers
   c) Veterinary Hospital
   d) Dental School
   e) Control Data Institute
   f) Clothing Manufacturing Company (Advanced Clothing class)
   g) Post Office, for many kinds of Civil Service Employment
4. Helping students with their needs for unusual or specialized information or assistance:
   a) Entrance requirements for many occupations
   b) Assistance to students in computing their grade point averages
   c) Interpretation of PSAT scores for 11th graders
   d) Ratings on Automotive Technology schools
   e) Finding volunteer programs related to students' special fields of interest, so that students can get some idea of whether to pursue training in that field in college
   f) Educational Opportunity Programs for motivated but underqualified students
   g) Direct telephone inquiries on behalf of students to admissions offices for immediate clarification of obscure rules and regulations in their admissions instructions
5. Assisting school staff with special projects:
   a) Helping teachers of Occupations and Technology classes with study units involving individual student research into careers which interest them. VICCI Reference Library is used by students for this assignment.
   b) Distributing SAT applications and Achievement Test forms throughout the year
   c) Distributing Parents' Confidential Statement and related materials, and assisting students in interpreting them
   d) Receiving student job requests in case of the absence of Work Experience Counselor (in Career Centers)
   e) On request of Counseling Office, locating community agencies related to students' special needs, e.g., Aid to Visually Handicapped, Family Service Agency, etc.
   f) Developing resource material and locating speakers for Social Studies staff members who put on "Career Day"
   g) Locating speakers for counseling staff and student committee who put on "College Day" and "Career Day"
6. Setting up, or participating in, programs which are helpful to students, parents, or counselors:
   a) Visiting homerooms, classrooms, class assemblies, department meetings and faculty meetings, to inform students and faculty about the resources in the VICCI office.

b) Administering "Job-O" in classes, including interpretation of results and provision of OEK and other resource material for the teachers to use in completing a study unit
c) Career Workshops on "Union Apprenticeships" and "Clerical and Retail Fields," planned by District Counselor for Secondary Counseling and VICCI Project Director, for both counselors and volunteers
d) Workshops at conferences of the Northern California Personnel and Guidance Association; prepared and presented by volunteers
e) Making presentations to classes in the School of Education at local universities
f) Arranging for visits by recruiters from various colleges
g) Appearing at "College Night" for parents, to assist in disseminating college information and inform parents of VICCI services

PROGRAM EVALUATION:

Evaluation by Students

To assess student response to the program, classes were randomly selected within each high school and students were requested to respond to the VICCI student questionnaire. To insure that the sample included adequate representation of racial minorities, students were asked to place themselves in one of five categories--Black, Oriental, Spanish, Other White, and Other. The overall sample generally reflected the overall high school student population.

Staff Evaluation

Staff questionnaires were distributed to administrators, counselors, teachers, and others (such as school nurse and project coordinators) at each of the seven VICCI project high schools. To encourage candid replies, questionnaires remained anonymous. Staff members answered the following questions:

Please Circle:

Yes	No	Have you visited the VICCI office?
Yes	No	Have you used any of the VICCI materials?
Yes	No	Have you ever sent a student to the VICCI office for information?
Yes	No	If your answer to the preceding question was YES, do you think the student got the help you wanted him/her to have?
Yes	No	Do you think the VICCI program should be continued at this school next year?

Comments & Recommendations:

Evaluation by Volunteers

Anonymous questionnaires were sent to current and former volunteers (i.e., those who had been active in the program four months or longer).

ANALYSIS OF OUTCOMES:

Of the 2,053 surveyed students, 96% agreed that the program should continue. Perhaps the responses of high school seniors provides the best validation of the long-range effectiveness of the program. According to the results of the survey, 92% of the seniors knew about VICCI and 72% had been to the VICCI office. Students at the other grade levels were aware of and used VICCI but less so than seniors. It would seem that more effort should be made to inform more tenth and eleventh graders about the program and to encourage them to begin to think about career options. In spite of the tremendous body of knowledge of which volunteers must be aware, an overall average of 64% of all students who visited VICCI got all or most of the information they sought; 92% received at least a part of it and, in addition, some direct, personal attention to their needs.

Added to the overwhelming student endorsement, 96% of the administrators, 100% of the counselors, and 86% of the teachers who were surveyed said that VICCI should continue at their school the following year.

The commitment to the program of VICCI volunteers is further substantiation of its value. A sizeable number of volunteers have indicated that they have served one and a half, two, or three years; many plan to return next year; and practically all state that they would recommend the program to other people interested in working with young people.

The fact that positive evaluations were obtained from students, staff, and volunteers certainly attests to the success of the program.

The answers to one question on the student questionnaire indicate, however, that a considerable challenge remains to the question, "In general, how much help do you need with your career plans?" 23% to 38% stated that they need a lot of help while only 7% to 15% indicated that they needed no help. Ideally, most students should be comfortable with their career plans as they approach graduation. However, responses examined by grade level, as seen below, fail to confirm this ideal:

	10th	11th	12th
A lot of help	28%	33%	27%
Some help	63%	60%	60%
No help	9%	7%	13%

That 27% of the seniors state that they need a lot of help and only 13% indicate that they need no help confirms that a considerable challenge remains.

A Summary of:

CAREER GUIDANCE IN CAREER EDUCATION MODEL IV

A Presentation at the
American Personnel and Guidance Association Convention
San Diego, California
February 10, 1973

R. J. Williamson
Coordinator, Career Guidance
Mountain-Plains Education & Economic
Development Program, Inc.

ED 076 908

BACKGROUND

The Career Guidance-Youth, Career Guidance-Adult, and Work Experience Education are three elements of the National Institute of Education's Fourth Model for Career Education. Model IV is operated by a non-profit corporation, Mountain-Plains Education and Economic Development Program, Inc., located at Glasgow Air Force Base in Montana. Model IV is a residential model for rural disadvantaged families. Families are recruited from the six-state region of Wyoming, Idaho, Montana, Nebraska, North and South Dakota for a period of approximately one year and later helped to relocate wherever they wish within the six states.

Because the model is still in the process of being developed, all parts are not yet residential. The Career Guidance-Youth element was to become operational in June of 1973. Hence it is not fully covered in the presentation. The complete program should be finished in June of 1976. The program is designed so that segments or the total project can be relocated in some other area of the United States.

Currently the model serves 900 people from 200 families at Glasgow Air Force Base in Glasgow, Montana, The base is an "open" United States Air Force facility. It has a S.A.C. squadron, a Safeguard Missile Depot, a Civilian Operation and Maintenance Contractor, several Civilian Production Companies, a privately operated Day-Care Center, a W.I.N. Program, and a civilian operated Commercial Center with restaurants, library, theater, supermarket, and recreational facilities.

OBJECTIVES

A primary goal is to enable participants to use a systems approach for the identification of personal goals and to pursue a Career Plan based upon knowledge and development of abilities, attitudes, interests, and aptitudes. To meet this goal, six basic objectives have been set. Those objectives are that the participant will:

(1) recognize that the process and content of Career Education is relevant to career requirements and responsibilities,
(2) analyze career opportunities and requirements,
(3) develop an understanding of personal interests, aptitudes, abilities, and attitudes,
(4) demonstrate the ability to make career choices based on comparing personal understanding with career opportunities and requirements,
(5) develop a Career Plan and initiate action on that plan, and
(6) identify with and participate in adult roles and responsibilities in the World of Work.

GENERAL FORMAT

General Structure of the Model--There is a staff of 180 employees in five divisions:

(1) Executive
(2) Research Services
(3) Administrative Services
(4) Educational Services
(5) Family Services

Within the Educational Services Division are programs in:

(1) Foundation Education
(2) Career Guidance
(3) Curriculum Development
(4) Occupational Preparation

The Family Services Division handles problems which are family-oriented in nature (goal-setting within the family, alcoholism, drug addiction, etc.). Those counseling functions designated as Guidance and Educational are assigned to the Career Guidance Department within the Education Services Division.

Career Guidance Unit--The Career Guidance Unit consists of three elements:

(1) Career Guidance-Youth
(2) Career Guidance-Adult
(3) Work Experience Education

Career Guidance-Youth--In the Career Guidance-Youth Unit there is one professional staff member assigned to work with the local school district in developing and implementing guidance-related and awareness curriculum materials in grades pre-kindergarten through six.

Career Guidance-Adult and Work Experience--The functions of Career Guidance-Adult and Work Experience are seemingly complex and interwoven. Three basic courses have been developed. They are:

(1) Awareness
(2) Exploration
(3) World of Work

Each of these courses is supported by a variety of units and each unit in turn by a variety of learning activities. The methods include:

(1) group guidance
(2) one-to-one counseling
(3) individual learning activity packages
(4) occupational exploration with cooperating employers

The focal point of the guidance operation is a Career Information Center. This center contains bound volumes (such as the Encyclopedia of Jobs, the Dictionary of Occupational Titles, etc.), pamphlets, briefs, brochures, films, sound on slide presentations, filmstrips, and micro-film cards for Vital Information for Education and Work (VIEW). There is also a section where information on current job trends and job openings in the six-state region can be located and easily retrieved. Wherever possible, unbound materials and individual study carrels share an area.

Pattern of Programming for Each Participant

(1) Selection of an occupational family.

(2) Narrowing of the selection to a specific choice. Sometimes participants cannot proceed immediately with Occupational Preparation and instead pursue Math, Consumer Education, Communication Skills or some other established need first. Certain participants are placed at locations where they can obtain occupational training and have support employment. In many cases, participants select long range goals requiring preparation in areas not offered by the program, but their short range goals can be met with a preparation program that is offered.

(3) Development of an individual educational plan including minimum required hours for all areas offered at Mountain Plains. Areas offered (as of February, 1973) included:

Foundation Education
Guidance
Work Experience
Consumer Education
Health Education
Home Management
Family Counseling
Creative Problem Solving
Leisure Skills Education

Parent Effectiveness Training
Early Childhood Education

Work Experience is composed of three portions:

Exploration - participants are placed in job stations where they can observe, ask questions, and selectively sample a variety of occupations.

Validation - participants are placed for the purpose of validating skills they have acquired while participating in a preparation program. For example, a cooperating employer will validate the employability skills of a young women who has completed or nearly completed a clerk-typist program.

Cooperative Preparation - these preparation programs are for occupations not offered at the Center. For example, there is no on-Center program in telephone occupations so, in cooperation with Mountain Bell and Rural Valley Cooperative, the Center devised a curriculum for telephone installation, for telephone maintenance, and for line man and frame man. Supportive instructional programs in Math and Communication Skills for those occupations are offered. The telephone company, in turn, provides instructor workers in actual work situations.

(4) Review of each participant's record each month at the Career Information Center in relation to attitude and progress.

(5) Additional returns (individually prescribed; to the Career Information Center for instructional and guidance purposes.

(6) Placement of each participant in an exit profile:
   a) Fourteen weeks prior to the projected date of completion the Career Guidance staff member and family services counselor meet and review the participant's progress to determine if he will be able to finish on-time and on-line.
   b) At twelve weeks prior to exit the Career Guidance staff publishes a twelve week pre-exit alert in which coordinators in each of the six states are told of the families who are within twelve weeks of completion.

c) At eight weeks prior to exit the same alert is issued. At this time the participant returns to the Career Information Center for a ten hour period. During these hours he completes an up-to-date resume and a complete personal data file. His plan is updated, a firm date of exit is established, and his goals in the next eight weeks discussed. He is reminded of the do's and don't's of the employment interview and placed in a mock interview situation in the Creative Problem Solving laboratory.

d) At five weeks prior to exit a placement package is sent to the Job Developer and State Coordinator where the participant wishes to re-locate. Arrangements are made for pre-employment interviews and legitimacy of job offers is monitored.

PROGRAM EVALUATION--None is included.

ANALYSIS OF OUTCOMES--None is included.

RECOMMENDATIONS FOR ADOPTION AND START-UP

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